Ministère de l'Éducation 1955-56; 1957-58; 1958-59; 1959-60; 1960-61

Memoranda
Notes de service

MEMORANDA

1955-56:15	Re Atkinson Study of the Utilization of Student Resources
1955-56:21	1. Atkinson Study of the Utilization of Student Resources 2. Summer Courses in School Librarianship 3. Membership in the Ontario Educational Association
1956-57:24	Re Experimental Examination Papers in Grade 13
1957-58:	Re Participation of Schools in Trial Run of Standardized Tests for Grade 12 (See Memoranda 1957-58:30 & 1957-58:32)
1957-58:30	Re Trial Run of Standardized Tests for Grade 12 Pupils of the General Course
1957-58:32	Re Response to Memorandum 1957-58:30
1958-59:20	Further Information Re Grade 12 Departmental Tests
1958-59:23	Grade 9 Survey, 1957-58 by Subject (English, Mathematics, Modern Languages, Science)
1958-59:32	Re Grade 13 Departmental Examinations, 1960
1958-59:33	Re Carnegie Study of Identification and Utilization of Talent in High School and College
1958-59:38	Re Preparation of Objective-Type Test Items for Grade 13 Departmental Examinations
1958-59:43	Re Proposed Courses in History and Geography - Grades 7,8,9 &10
1958-59:53	Re The Ontario Educational Research Council
1959-60:16	Re Objective-Type Test Items for Grade 13 Departmental Examinations, 1960
1959-60:19	Re The Writing of Answers to the Questions on the Grade 12 Departmental Examination Papers
1959-60:26	Re Grade 12 Testing Programme for 1959-60
1959-60:31	Re Categories of Pupils who Should Write the Grade 12 Departmental Tests
1959-60:37	Re The Use of Objective-Type Test Items on Certain Grade 13 Examination Papers in 1960
1959-60:41	Re Carnegie Study Cumulative Record Folders
1959-60:46	Re Further Information re the Use of Objective-Type Test Items in Certain Grade 13 Examination Papers in 1960
1960-61:29	Re Grade 12 Departmental Tests 1960-61
1960-61:31	Re Carnegie Study Testing Programme, 1961
1960-61:33	Re Objective-Type Test Items for Grade 13 Departmental Examinations, 1961

Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

https://archive.org/details/memorandanotesde00onta

1960-61:37 Re Study of the Grade 13 Departmental Examinations
1960-61:40 Re Age-Grade Tables

EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

1955-56:15
3,500

ONTARIO
DEPARTMENT OF EDUCATION

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS

Re: Atkinson Study of the Utilization of Student Resources

You have recently received a letter from Dr. W. G. Fleming of the Department of Educational Research, Ontario College of Education, regarding the Atkinson Study of the Utilization of Student Resources. As outlined in Dr. Fleming's letter, this study will involve a comprehensive survey of the aptitudes, interests, and abilities of a substantial sample of Grade XIII students.

The Department of Education is interested in this survey because we believe that it should give us valuable information which will help to improve the educational service in our schools. We are hopeful that the results of this survey will assist guidance workers both in the secondary schools and in the universities to give students more effective counselling with respect to their selection of courses and the advisability of their attempting university work. It should also be useful as an aid in determining the validity of our present examination system as a major factor in deciding the requirements for admission to university and entry into other fields of work or further study.

We should, therefore, appreciate your co-operation in supplying the Department of Educational Research with the information which they require.

L. S. Beattie

L. S. Beattie
Superintendent of Secondary Education.

TORONTO, October 31, 1955.

NON-CIRCULATING

1955-56:21
4000

ONTARIO
DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS

1. Atkinson Study of the Utilization of Student Resources

You have recently received a notification from Dr. W. G. Fleming of the Department of Educational Research, Ontario College of Education, informing you that the tests to be administered in connection with the survey of the aptitudes, interests, and abilities of Grade XIII students will be held on Monday, April 9. As intimated in our memorandum of October 31, 1955, (Circular 1955-56:15) the Department of Education believes that this survey will provide valuable information which will help to improve the educational service in our schools and to determine the validity of our present examination system. We therefore appreciate your co-operation in conducting these tests in accordance with the conditions outlined by the Department of Educational Research.

2. Summer Courses in School Librarianship

The Minister of Education has announced a change in the organization of courses leading to Certificates in School Librarianship.

The Elementary Certificate in School Librarianship may be obtained by successful attendance at a five-week Departmental Summer Course. To the course may be admitted a teacher who holds an Interim or Permanent High School Assistant's Certificate, Type B, and who has taught successfully for at least one year in the secondary schools.

The Intermediate Certificate in School Librarianship may be obtained by successful attendance at a second five-week Departmental Summer Course. To this course may be admitted a teacher who holds the Elementary Certificate in School Librarianship or an equivalent certificate.

The course leading to the Elementary Certificate will be offered in 1956 if a sufficient number of applications is received. Further information will be found in the General Announcement of Summer Courses to be issued in March or April.

3. Membership in the Ontario Educational Association

All secondary school teachers are urged to join the O.E.A. and to support it in every possible way in order that it may be able to give wider and more effective service to education in this province.

F. S. Beattie
Superintendent of Secondary Education.

TORONTO, January 31, 1956.

1956-57: 24
4500

ONTARIO
DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

MEMORANDUM TO SECONDARY SCHOOL PRINCIPALS

RE EXPERIMENTAL EXAMINATION PAPERS IN GRADE 13

See D.E.R., p. 2

After discussion with the University Matriculation Board and an approach to a considerable number of secondary schools across the province, which have already agreed to co-operate, the Department is this year setting experimental examination papers in Grade 13 French and Mathematics to be written by one thousand or more pupils approximately two weeks before the start of the regular Grade 13 Departmental examinations. These papers will be based on the regular courses of study and will be written under the conditions prescribed for Grade 13 examinations; they will be marked by groups of associate examiners, just as are the regular papers; however, the marks obtained on them will have no bearing whatever on the standing of the candidates in the regular examinations nor on their admission to University or Teachers' College. Further, the members of the committee having to do with the experimental papers are not concerned in any way with the setting or supervision of the regular papers.

The experiment represents an attempt to devise tests adapted to the differing needs of the two main groups of students present in any typical Grade 13 class in a given subject; first, those who intend to proceed with the study and use of the subject on entrance to University or professional school and second, those who are taking the subject for its general educational value or need it to complete the required number of papers for Honour Graduation Diploma or University entrance but do not expect to pursue the subject further.

There will be a "General" and a "Special" paper in both French and Mathematics. The General papers, it is intended, will test the knowledge and skills which might reasonably be expected of all candidates; the Special papers will, it is hoped, prove suitable tests of the facility and readiness of the candidate who hopes to do further work in the subject. Thus there will be a General paper in Mathematics (including Algebra, Geometry, and Trigonometry and Statics) consisting of questions on book work and its applications and so arranged that those who have studied either two or three of the Mathematics courses in Grade 13 may do themselves equal justice. There will also be a Special paper in Mathematics containing questions, graded in difficulty, for testing facility in problem solving.

Similarly, there will be a General paper in French which will test the candidate's basic knowledge in both Authors and Composition and a Special paper in French (also a combination paper) for testing knowledge of the more difficult details of the course and special facility in the use of the language. This year, in order to obtain a maximum of information from the experiment, all those participating are asked to try all four papers; should any permanent development result from the experiment, however, not all candidates would in future be expected to write the Special papers.

ONTARIO

DEPARTMENT OF EDUCATION

The Department of Educational Research of the Ontario College of Education will assist by correlating the results obtained by this group of pupils on the experimental papers with their results on the regular papers and also with their success in first year University or Teachers' College. The same pupils are also being asked to write a scholastic aptitude test at some time convenient to the school before June. This test will be similar to that used last year in the Atkinson Study.

It is hoped that the pupils who are helping in this experiment will look upon it as worthwhile in itself, as a useful preliminary experience in Departmental examination procedure, and as a helpful feature of their comprehensive review for the regular examinations. It is also hoped that they will approach both General and Special papers with a determination to do the best of which they are capable. It is certainly not intended that this experiment should cause a disturbance in their regular routine, or worry as to the results. Since the four papers will be written on May 23 and 24, over two weeks before the start of the regular Departmentals, there will be ample opportunity for those writing to discuss the papers with their teachers. Further, so as not to cause any unfairness to those not participating in the experiment, copies of the experimental papers will be sent to all schools immediately after they are written.

C. W. Booth

C. W. Booth
Deputy Minister of Education.

TORONTO, February 4, 1957.

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM TO PRINCIPALS OF PUBLIC AND PRIVATE SECONDARY SCHOOLS

RE PARTICIPATION OF SCHOOLS IN TRIAL RUN OF STANDARDIZED TESTS FOR GRADE 12
(See Memoranda 1957-58:30 and 32)

The response to Memorandum 30 has been so generous that it has been decided to increase the scope of the experiment to take in 3000 pupils of the Grade 12 General Course. Even with this enlargement, however, it has been found necessary, in order to include half, at any rate, of the schools desiring to participate, to place a quota restriction on the larger schools.

At the present time, copies of a student's handbook, prepared by the Department of Educational Research of the Ontario College of Education, are going out to the schools whose offers it has been found possible to accept. This pamphlet is for preliminary study by the pupils participating so that they may acquaint themselves in advance with the nature of the questions they may expect to meet on the Scholastic Aptitude Test to be written on April 15.

Please take the receipt of these booklets as an indication of the fact that your school is one of the 100 or more taking part in the trial run. The number of booklets received is an indication of the number of pupils who can be accepted from your Grade 12 classes. If this number indicates that only a portion of your Grade 12 enrolment can take part, please adopt the following procedure in choosing the pupils who are to write:

1. Use an alphabetic list of all your Grade 12 General Course pupils who are taking English and Chemistry (or Agricultural Science II).

2. Select a pupil by lot from among the first few on the list.

3. Starting with this pupil, pick every second, third or fourth as the situation requires, so that the entire group is sampled.

It is realized that this method of selection entails somewhat greater administrative difficulties than simply choosing one class group, but it is highly desirable to have from each of the large schools as representative a sampling as possible.

If by the end of this month you have not received a supply of the handbooks mentioned above, please take this as an intimation that your school had to be omitted, with reluctance on the part of those responsible, from the experiment, but that sincere thanks are extended for your offer of assistance.

Along with the supply of handbooks goes a covering letter from Dr. R. W. B. Jackson, Director of Educational Research, which deals further with the purpose of the booklet and with the arrangements for the April 15 test. Information regarding the tests in English Expression and Chemistry, to be written on Wednesday, May 14, will be sent out in due course.

C. W. Booth

C. W. Booth
Deputy Minister of Education.

TORONTO, March 26, 1958.

1957-58:30
4500

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

ONTARIO
DEPARTMENT OF EDUCATION

MEMORANDUM TO PRINCIPALS OF PUBLIC AND PRIVATE SECONDARY SCHOOLS

Re Trial Run of Standardized Tests for Grade 12 Pupils of the General Course

At the present time the chief influence promoting province-wide uniformity in standards of achievement in secondary schools is that of the Grade 13 Departmental examinations. These not only exert a unifying force at the Grade 13 level but induce a considerable measure of agreement, particularly in the General Course, as to acceptable standards of graduation from Grade 12.

It is almost inevitable, however, that among the 400 or more publicly-supported and independent secondary schools of the province there should exist considerable diversity in the standard of achievement required of pupils recommended for the Secondary School Graduation Diploma.

While it is recognized that any return to the old system of Departmental "Middle School" examinations is impracticable and probably undesirable, yet there is a distinct impression in the minds of many who have considered the problem that it would be worthwhile to attempt to facilitate some sort of uniform province-wide standard through a limited number of suitable objective-type aptitude and achievement tests administered toward the end of Grade 12.

This Department, therefore, with the co-operation of the Department of Educational Research of the Ontario College of Education, is undertaking a "trial run" of such a nature toward the close of this school year, and solicits the co-operation of secondary school principals and their Grade 12 pupils who may be interested in participating in the experiment.

It is hoped that, from the schools volunteering to assist in this project, there may be obtained at least 1000 pupils of the Grade 12 General Course who will sit for a two-hour Scholastic Aptitude Test on Tuesday, April 15, and two one-hour Achievement Tests in English (Mechanics of Expression) and Chemistry, respectively, on Wednesday, May 14. These tests will be prepared and marked under the supervision of the Department of Educational Research of the College of Education. All that is asked of the principals and teachers is that suitable arrangements be made for their writing.

It is hoped that the pupils' results will be communicated to their principals in time to be useful in discussions regarding recommendations for graduation diplomas as well as eligibility for admission to Grade 13.

Principals who are willing to participate in this experiment are asked to inform this Department as soon as possible, addressing their communications to the Registrar. Since not more than about 1000 pupils can be accepted, preference will be given to those schools which are heard from first.

C. W. Booth

C. W. Booth
Deputy Minister of Education.

TORONTO, March 6, 1958.

1957-58:32
4500

ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM TO PRINCIPALS OF PUBLIC AND PRIVATE SECONDARY SCHOOLS

RE RESPONSE TO MEMORANDUM 1957-58:30

This memorandum is to express the thanks of the Department for the prompt and general response to the request for co-operation in a trial run of standardized tests for Grade 12 pupils of the General Course. Already offers have been received from far more schools than can be brought into the experiment.

A selection is now being made in order to have a representative sampling and at the same time include as many as possible of those schools which responded so promptly.

The Principals of the schools selected will be notified of the choice and informed regarding further details of the experiment within a few days.

C. W. Booth

Deputy Minister.

TORONTO, March 24, 1958.

1958-59:20
5,000

ONTARIO
DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

MEMORANDUM TO PRINCIPALS OF PROVINCIAL AND PRIVATE SECONDARY SCHOOLS

Further Information Re Grade 12 Departmental Tests

Memorandum 1958-59:14 re *Grade 12 Departmental Tests* explained the basis for the testing programme which has been approved by the Minister for the current academic year. The present memorandum gives additional details.

All Grade 12 pupils of the General Course will be required to write the first two of the following tests:

(1) On Wednesday, March 25 — A Scholastic Aptitude Test modified for use in Ontario schools. There will be two portions written consecutively, a verbal and a mathematical, and the whole test will require 90 minutes.

(2) On Wednesday, April 8 — An objective-type Achievement Test in the mechanics of English — similar to that used last year but improved in detail. This will require one hour.

All Grade 12 pupils of the General Course who take French, including those taking "French for French-speaking pupils" will also be required to write the third test:

(3) On Wednesday, May 13 — An objective-type Achievement Test in French. This also will require one hour.

The following arrangements are contemplated:

(1) Copies of a student's handbook, prepared by the Department of Educational Research of the Ontario College of Education, will be sent out to all schools well in advance of the first test. This pamphlet is for preliminary study by the pupils writing so that they may acquaint themselves in advance with the nature of the questions they may expect to meet on the Scholastic Aptitude Test of March 25.

Along with the supply of handbooks will go a covering letter from Dr. R. W. B. Jackson, Director of Educational Research, dealing with the purpose of the booklet and outlining the arrangements for the Aptitude Test. Copies of this test will be sent to the schools about March 15.

(2) Copies of the "Mechanics of English" test will be sent out to reach the schools by March 25, and copies of the French test, similarly, to arrive about May 4.

(3) Instructions as to the administration of the tests and the return of all copies, both used and unused, will accompany the tests themselves.

(4) Principals are asked to keep in mind that these tests are highly confidential and to observe all the safeguards laid down in Dr. Jackson's memoranda.

(5) All tests will be scored in the Department of Educational Research, Ontario College of Education. The results will be sent to the schools in time for use in the recommendation and promotion meetings in June.

(6) It is to be noted that in order that effective study of the test results may be made at the Department, Principals will this year be asked to include the candidates' marks in individual subjects in their recommendations on Exam. Form 360, "Report of the Principal Recommending for the Secondary School Graduation Diploma of the General Course".

(7) Private-study pupils, (as referred to on p. 13 of Circular H.S. 1 for 1958-59, and as distinguished from pupils in private secondary schools) are excused from writing these tests.

E. W. Booth

TORONTO, October 29, 1958.

Deputy Minister of Education.

1958-59:23
5000

ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS

During the school year 1957-58 a survey of certain Grade 9 subjects was made in different types of schools by Secondary School Inspectors.

Since there will probably be general interest in the reports on this survey, copies are being sent, not only to the schools where the surveys were made, but to all secondary schools in the province.

Enclosed are copies of reports on Grade 9 English, Mathematics, Science and Modern Languages. Will you please make these reports available to members of your staff who are interested.

Although the survey was restricted to Grade 9, the reports sometimes refer to general aspects of the teaching of the subjects. We trust that you will find them interesting, informative, and helpful. It should be kept in mind, however, that the survey for each subject was made in only a limited number of schools in the province, although an attempt was made to have all types of schools represented.

A similar survey of Grade 10 subjects is planned for the current school year.

S. D. Rendall
Superintendent of Secondary Education

TORONTO, November 17, 1958.

ONTARIO

DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

GRADE 9 SURVEY, 1957-8

ENGLISH

1. Number of schools on general survey - about 60.

2. Standards of Achievement

Higher proficiency is clearly necessary in the following aspects of the study of English in this Grade:

(a) the recognition of sentences;
(b) the giving of sentence and paragraph answers in English Literature;
(c) correct spelling (including even simple words);
(d) oral expression in clear, correct sentences;
(e) the fundamentals of English grammar.

3. Reasons for weaknesses in the topics listed above: (as given during the survey by department heads and Grade 9 teachers of English)

(a) a hit-and-miss teaching of the fundamentals of grammar and sentence structure instead of a co-ordinated course of study to provide the desired growth and development in English expression from Grades 7 - 10;

(b) teachers with little aptitude for English teaching, or with insufficient training and knowledge;

(c) insufficient drill on fundamentals at an early age when the pupil is most receptive to this type of work;

(d) the spirit of the times - an allergy on the part of the pupils to hard work and hard thinking - a factor which makes the teacher's task doubly difficult in any grade;

(e) lack of a good writing programme, accompanied by adequate checking by the teacher, correction of major errors and carelessness by pupils, and a demand that all assignments be completed;

(f) the use of workbooks which demand one-sentence answers, or less, and very little thought from the pupil;

(g) insufficient emphasis on thoughtful, well-developed oral and written answers to ensure gradual growth and development towards more mature thinking;

(h) lack of good reading and satisfactory comprehension of reading;

(i) lack of adequate co-ordination between grades and courses of study (listed by all teachers visited);

(j) the growing proportion in some areas of pupils from other than English-speaking homes.

4. Conclusions:

(a) The English department in each school should assess the abilities and needs of its own students and build a Grade 9 course which will gradually repair the gaps in the pupils' knowledge and development, as far as is possible.

(b) It would appear that more schools should give serious thought to the setting up of special or terminal courses, remedial assistance of some kind, and different types of courses to assist (i) the brighter pupil, (ii) the pupil who has been handicapped by circumstances beyond his control (such as ineffective teaching), (iii) pupils unsuited to the general course programme.

(c) In many cases teachers should demand higher standards from their average and above-average pupils.

(d) All teachers must take responsibility for teaching good English expression and spelling in all classes, if satisfactory progress is to be made with the heterogeneous groups now entering Grade 9.

(e) In the light of the above problems and weaknesses Grade 9 teachers, in many instances, have insufficient time for necessary review and drills, especially with weak students.

(f) The fullest mutual professional understanding and co-operation should be sought by teachers in elementary and secondary schools with regard to their problems, objectives, and curricula in the teaching of English.

5. (a) Choice of texts in Grade 9 English literature courses is fairly satisfactory and judged satisfactory on the whole by the teachers, although there are exceptions where rather thin anthologies of prose, poetry, and modern plays are used without enough additional reading from novels and other plays.

In general, courses in English literature are geared to the average and below-average student, but more and more teachers are becoming receptive to the idea of enrichment in both the reading and writing programmes.

Shakespeare in general and commercial courses is at present more popular than modern plays. "Merchant of Venice" and "Twelfth Night" are equally popular; "Julius Caesar" is second. The question of teaching Shakespeare in technical classes depends on the experience of the teacher and ability of the class.

(b) All teachers wish students to buy their English composition text rather than have it supplied by the board. In many schools a combination of two texts for English Composition work, one purchased by the students and another available in class sets, is providing the teachers with a greater number of good exercises and composition models, and therefore is making for an enriched course of study.

6. Notebook work: In many cases notebooks revealed a serious need for better work habits on the part of the pupils and for insistence on clear thinking, careful writing, and class checking.

7. Oral communication in the classroom. There is too much slovenly enunciation and articulation and too little consistent demand for audibility, crisp enunciation, and for well-developed thoughtful answers. All teachers should make a concerted effort to improve pupils' oral expression.

8. Examination standards

(a) A great many tests and examinations are not nearly challenging or comprehensive enough for the average and above-average student.

(b) The balance between fact, judgment, and appreciation questions in English literature is, on the whole, unsatisfactory. Many papers test merely facts and do not reveal good supervision of question content, wording of questions and the marking scheme.

(c) Composite examinations (English Composition and Literature combined) in all cases were weak in comparison with the single examinations in each subject. Composite examinations usually attempted to test too many mere facts from the literature texts.

(d) More supervision in the setting of examinations and standards is needed. The percentage of term marks used in the same grade varies a great deal; the amount of work tested also varies considerably from class to class at the same grade level, in a few poorly-organized departments where each teacher follows his own inclinations.

9. (a) Supervision of the English programme by a Head of department, or an interested, experienced teacher, and the principal, is imperative to avoid the disorganization and lack of leadership found in too many schools where there is a rapid turn-over of teachers.

(b) Almost every school needs a more highly-developed, in-service training programme which would include observation of good teaching, much help in methodology, and thorough discussion of methods suited to the types of pupils found within each particular school. Young teachers welcome the freedom to develop their own lesson presentations, but wish direction and aid in building well-organized courses suited to the needs of the students in each particular situation.

(c) Intervisiting between elementary and high school teachers should be encouraged.

ONTARIO

DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

GRADE 9 SURVEY, 1957-8

MATHEMATICS

THE SURVEY PLAN

In the latter part of the 1957-58 school year, the two departmental staff inspectors in mathematics conducted a survey of that subject in grade nine. The survey took the form of a prepared questionnaire listing approximately ninety items of information, which was completed after conferring with the school principal, with one or more teachers of grade nine mathematics, and where possible, with the head of the mathematics department in each school. The survey covered fifty schools and one hundred and thirty-eight teachers of grade nine mathematics. Thirteen of the schools had total enrolments under 250, twenty-eight enrolments of 250 to 1000, and nine enrolments over 1000.

GENERAL ORGANIZATION

Some of the items on the questionnaire dealt with the general organization of the school for the mathematics of grade nine. The analysis of these items reveals the following facts:

1. (a) Thirty-six of the forty-eight schools having general or industrial classes provide five periods per week for mathematics. Twelve provide more than five, with two schools providing eight.

   (b) Of the schools offering commercial mathematics in grade nine, all except three provide the prescribed four periods per week. Two of these exceptions provide five periods, and the remaining exception three periods.

2. Thirty-one of the fifty schools provide some form of grouping of the pupils by ability or by division into two or more of the possible grade nine courses. Three of these provide for a first grouping or a regrouping at some time after November 1.

   It should be noted that, since six of the remaining nineteen schools have only one grade nine class, the survey indicates that of the forty-four schools with

ONTARIO

DEPARTMENT OF EDUCATION

GRADE 9 SURVEY, 1957-8

MATHEMATICS

THE SURVEY PLAN

In the latter part of the 1957-58 school year, the two departmental staff inspectors in mathematics conducted a survey of that subject in grade nine. The survey took the form of a prepared questionnaire listing separately ninety items of information,which was completed after conferring with the school principal, with one or more teachers of grade nine mathematics, and where possible, with the head of the mathematics department in each school. The survey covered fifty schools and one hundred and thirty-eight teachers of grade nine mathematics. Thirteen of the schools had total enrolments under 250, twenty-eight enrolments of 250 to 1000, and nine enrolments over 1000.

SOME QUANTITATION

Some of the items on the questionnaire dealt with the general organization of the school for the mathematics of grade nine. The analysis of these items reveals the following facts:

1. (a) Thirty-six of the forty-eight schools having general or industrial classes provide five periods per week for mathematics. Twelve provide more than five, with two schools providing eight.

(b) Of the schools offering commercial mathematics in grade nine, all except three provide the prescribed four periods per week. Two of these exceptions provide five periods, and the remaining exception three periods.

2. Thirty-one of the fifty schools provide some form of grouping of the pupils by ability or by division into two or more of the possible grade nine courses. Three of these provide for a first grouping or a regrouping at some time after November 1.

It should be noted that, since six of the remaining nineteen schools have only one grade nine class, the survey indicates that of the forty-four schools with

more than one grade nine group, thirty-one, or over 70%, provide some form of ability or course grouping.

3. Twenty-one of the fifty schools made some charge to the pupils for the text used.

4. Forty-six schools provide three sets of term examinations per year, two schools provide four sets, and two schools provide two sets only.

5. Eight of the schools require all pupils to write all the June examinations.

6. Promotion to grade ten with up to two subject failures is often automatic depending on the over-all average by such rules as, "55% to clear one failure, 60% to clear two failures".

7. Three of the schools provide supplemental examinations in September.

8. It seems possible that efficiency in the teaching of grade nine mathematics may be reduced by the spreading of the subject over too many teachers. The survey revealed the following facts in this regard:

   (a) Ninety-seven of the teachers involved are teaching other subjects. Forty-one of these are teachers whose main work is in Physical and Health Education. Others are teaching guidance, home economics, social studies, etc.

   (b) The average of the time spent in teaching mathematics by the one hundred and thirty-eight teachers is only 37%.

   (c) In only twenty-seven of the schools does the head of department or the principal senior mathematics teacher teach any grade nine mathematics.

THE TEACHERS

The analysis of the items dealing with the teachers reveals the following facts in regard to the one hundred and thirty-eight covered in the survey:

1.(a) Fifteen have honour degrees in mathematics or in mathematics and physics.

   (b) Sixty-five have some university credits in mathematics.

more than one grade nine group, thirty-one, or over 70%, provide some form of ability or course grouping.

3. Twenty-one of the fifty schools made some charge to the pupils for the text used.

4. Forty-six schools provide three sets of term examinations per year, two schools provide four sets, and two schools provide two sets only.

5. Eight of the schools require all pupils to write all the three examinations.

6. Promotion in grade ten with up to two subject failures is often automatic depending on the over-all average by each rules as, "95% to clear one failure, 80% to clear two failures".

7. Three of the schools provide supplemental examinations in September.

8. It seems possible that efficiency in the teaching of grade nine mathematics may be reduced by the spreading of the subject over too many teachers. The survey revealed the following facts in this regard:

(a) Ninety-seven of the teachers involved are teaching other subjects. Forty-one of these are teachers whose main work is in Physical and Health Education. Others are teaching guidance, home economics, social studies, etc.

(b) The average of the time spent in teaching mathematics by the one hundred and thirty-eight teachers is only 17%.

(c) In only twenty-seven of the schools does the head of department or the principal senior mathematics teacher teach any grade nine mathematics.

The Teaching

The analysis of the items dealing with the teachers revealed the following facts in regard to the one hundred and thirty-eight covered in the survey:

1.(a) Fifteen have honour degrees in mathematics or in mathematics and physics.

(b) Sixty-five have some university credits in mathematics.

(c) Thirty-eight have taken no mathematics in university.

(d) Twenty have taken no university courses.

2. (a) Fourteen hold specialist or Type A standing.

(b) Fifteen could qualify on application for an endorsement in or including mathematics.

(c) Eighty-seven hold Type B standing not eligible for endorsement or Letters of Standing.

(d) Twenty-two are teaching on Letters of Permission, of whom twenty hold elementary school teaching qualification.

3. (a) Twenty-three of the teachers teaching grade nine mathematics had no previous experience teaching any mathematics.

(b) Forty-four had one to four years previous experience teaching any mathematics.

TEXT BOOKS

The analysis of the items dealing with text books reveals the following facts in the schools covered in the survey:

1. The number of schools using the various approved texts, in whole or in part, for general and industrial classes was as follows:

Intermediate Mathematics Book 3	- 38
Mathematics for Canadians, 9	- 7
General Mathematics, Book 1	- 6
Functional Mathematics	- 4
Mathematics in Practice	- 4

2. The number of schools using the various approved texts for commercial classes was as follows:

Junior Commercial Arithmetic	- 8
Canadian Business Arithmetic Part 1	- 3

(One other school was using the Pew & Jennings workbook).

3. Teachers believe that the 'life' of a text in the hands of the average pupil is between two and three years

(Opinions were exactly evenly divided between the two limits given).

PLANNING WITHIN THE SUBJECT FIELD

The analysis of the items dealing with planning within the subject field reveals the following facts regarding the schools covered:

1. Seventeen of the forty-eight schools offering the general or industrial courses start in September with either the geometry or the algebra rather than with the arithmetic and all are very enthusiastic about this more appealing approach.

2. The average times in the various sections of the program of the general course are as follows:

   (a). Geometry - 4 weeks
   (b). Arithmetic and Mensuration - 7 weeks
   (c). Graphs - 1½ weeks
   (d). Algebra - 6 months

3. The average times in the various sections of the program of the industrial course are as follows:

   (a). Geometry - 5½ weeks
   (b). Arithmetic - 5 weeks, Mensuration - 5 weeks
   (c). Graphs - 2½ weeks
   (d). Algebra - 5 months

4. It was determined that 38% of the grade nine commercial courses include a program which includes some algebra.

5. Meetings of all the mathematics teachers of the school approximately once per month is common (and good) practice.

6. In only thirteen of the fifty schools was there organization to allow inter-visitation during class time with other mathematics teachers either in the same or different schools.

7. In too few (only 12) of the schools was there formal opportunity for grade nine teachers to discuss content or method in mathematics with the grade eight teachers in the schools served by the high schools.

The Teaching and Classroom Details

The analysis of the items dealing with the actual teaching and with classroom details reveals the following facts in the schools covered:

1. Where grouping by ability is in practice, course modifications are made to take care of differences in ability in 72% of the schools concerned.

2. Other than these course modifications, special attention to mathematically gifted pupils is attempted in only eighteen (too few) of the schools. Various devices used in these eighteen are:

   (a) participation in mathematics clubs,
   (b) use of C exercises or difficult problems from other texts for the top students,
   (c) use of mathematical puzzles,
   (d) preparation of mathematical models or projects,
   (e) use of some period time in mathematical section of library for essays or reports on interesting mathematical history, inventions, or problems.

3. In other schools where such encouragement of gifted pupils is not formally organized, various devices in use for maintaining interest in day-to-day work are:

   (a) display of good work,
   (b) arranging of better students on one side of the room for easier distribution of teacher's guidance,
   (c) encouragement of extra work on harder problems,
   (d) general assistance and encouragement during and outside of the regular class period.

4. The question on the practice of rapid calculation and continuing practice in the fundamental operations reveals no satisfactory plan in many schools. It must be remembered that accuracy and speed in the fundamental operations can be maintained only by regular practice and testing and cannot be achieved by re-teaching within a certain period of the year, regardless of the excellence of the teaching. The practice of using a few minutes at the start of the period over the year gives the greatest hope of effectiveness, provided that the problems are well-chosen. They are well-chosen if they take a very limited time for pupils to do and to correct, if they are based upon diagnosis of errors, and if they form a reasonable sequence in difficulty and in type. In one school covered in the survey, a graded series of problems had been prepared to give one for each class for each day of the year.

5. The question dealing with the amount of attention given to the pupils' oral and written English reveals some need of reference to page 159 of Curriculum I:1: "The teacher of mathematics should assume his share of the responsibility for the quality of the pupils' oral and written English. The subject presents a unique opportunity for training in clear, precise statement and neat, orderly written work."

6. In only fourteen (too few) of the schools was there any attempt to create a 'mathematical atmosphere' in the mathematics rooms by display in plain sight of pupil work, mathematical charts, mathematical books, puzzles, and models.

7. The average period between class tests in grade nine (in addition to term examinations) was four weeks, with very common and good practice being one per chapter.

8. In most schools pupil work is in pencil in whole or in greater part, although, in thirteen schools, work wholly in ink is demanded by some or all teachers. All were found to be insisting on neatness and accuracy regardless of whether the work was in ink or in pencil.

9. Only 61% of the teachers follow the recommended practice of requiring arithmetical calculations to appear on the same page as the problem. Best training practice is the column at the right hand side of the page.

10. The average homework time for average grade nine pupils is nineteen minutes outside the regular mathematics period. (This is in addition to the time recommended to be spent in class toward the conclusion of practically all mathematics periods).

11. Teachers in twenty-one schools mark the mathematics note books three or more times per year and, in these schools, an average of 10% of term and final marks may accrue from these markings. (Where this practice exists it appears that it should exist as a general school policy rather than the wish of individual teachers).

12. All of the schools covered indicated some credit for good day-to-day work. This ranged from cases where such was considered only for a pupil in danger of failure in promotion to grade ten to a case where 50% of the final mark accrued from this source.

13. Only one school found any need of the use of mimeographed material to supplement the text-book in lesson development. Thirty-four schools found need to use mimeographed material to supplement the supply of problems but on the average of only six times per year.

GENERAL IMPRESSION

We did not expect to find any of the fifty schools with ideal conditions as indicated on all of the ninety items of the questionnaire. Actually the purpose of our survey was not concerned with this point of comparison. Hence our analysis deliberately did not include any study to reveal this fact. It is probable, however, that no school reached perfection on all points.

Our general impression, however, of the grade nine mathematics in the schools studied is highly favourable. In all these schools, any defection from perfection in any phase of organization, text-books, subject planning, or teaching and classroom details is generally of an easily adjustable nature. It is hoped that this report may offer guidance in the adjustment.

We sincerely thank all teachers and principals concerned for helpful assistance in the survey, and particularly thank all with whom we came into contact for the perfect courtesy and the many kindnesses shown to us.

Elementary Schools - p. 9-10

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

ONTARIO

DEPARTMENT OF EDUCATION

GRADE 9 SURVEY, 1957-8

MODERN LANGUAGES

Modern Language instruction in Ontario has two major difficulties to overcome. The first is to provide an adequate supply of Modern Language teachers who have a command of the spoken language and a sufficient feeling for the foreign idiom to be able to conduct a lesson in acceptable French or German.

England, faced with a similar problem, has attempted to solve it, partially at least, in two ways:

(1) It encourages its teachers to spend a good portion of their longer holidays in France, preferably enrolling in courses to improve their command of the language;

and

(2) It employs on an exchange basis foreign assistants, under 30 years of age, who are capable of conducting lessons in conversation in their native tongue and who bring something of the atmosphere of their own country and people into the English schools.

The additional benefit that accrues from this second plan is that the English exchange student, on returning to England after nine months' employment in the French school system, has had an opportunity to perfect his knowledge of French language, customs, life and "civilization". Because of unfavourable geographic conditions, this solution is not available to us at present. Hence we must become reconciled to the fact that Modern Languages cannot be taught under as favourable conditions here as in England.

The following question was put to the informant:

How many teachers of French are capable of conducting a lesson in the direct method?

The following tabulation gives the result:

50% of teachers	-	1 school
66% of teachers	-	8 schools
75% of teachers	-	5 schools
80% of teachers	-	1 school
100% of teachers	-	35 schools
Total		50 schools

This is, of course, a subjective evaluation and does not imply that the teachers are completely at home in the language. Some undoubtedly have a minimum requisite of classroom phraseology.

Schools employing teachers who have lived in a French-speaking community for a period of at least 2 months at a time:

0	-	5 schools
25% of teachers	-	4 schools
33% of teachers	-	4 schools
40% of teachers	-	3 schools
50% of teachers	-	11 schools
66% of teachers	-	9 schools
75% of teachers	-	4 schools
80% of teachers	-	2 schools
100% of teachers	-	10 schools
Total		52 schools

This one further step was taken in an attempt to find out what percentage of the Moderns teachers had at one time or another taken a summer course or advanced study at a recognized university, in order to improve their professional status.

0%	-	12 schools
25%	-	6 schools
33%	-	7 schools
40%	-	2 schools

50%	-	10 schools
66%	-	4 schools
75%	-	2 schools
80%	-	2 schools
100%	-	6 schools
Total		51 schools

The second problem is one of formulating clear-cut, practical objectives and allowing our pupils to qualify for certificates by passing a test that is in accordance with these objectives. The ever-increasing trend in our Grade 13 French Composition examination is to test the pupils' ability to translate from English into French, and the practical teacher is encouraged to teach towards this objective rather than towards the impractical ideal. The sooner this inconsistency can be eliminated the better are our chances of prevailing upon those teachers who are capable of doing so to teach by the direct method.

This problem is in intricate one and this is not the place to go into a detailed discussion of it, or attempt to provide a cut and dried solution. However, during the course of the survey it kept cropping up and it does throw some light on a few of the answers given.

In an attempt to get a representative sampling of teachers' opinions 54 secondary schools were canvassed, with the following distribution:

14 District High Schools

2 Junior High Schools

11 High Schools

8 Collegiate & Vocational Schools

19 Collegiate Institutes

1 Text Books

Six books were on the recommended list for last year in Grade 9. Two of these were new additions and in spite of the fact that permission for the use of one (Le Francais Vivant) was granted at a late date, after school booklists had already been

published, 27 of the 54 schools visited were using the new texts.

The explanation given for the change was either dissatisfaction with the established texts or a readiness to embrace any book that offered a change. It is too early to accept authoritative evaluations of the new texts but the initial response to both has been predominantly favourable, although some criticism was offered.

The number of lessons covered, even for the same text, varied from school to school. Averages were therefore taken as a representative figure. The average number of lessons covered in Cours Primaire was 9.6 lessons and in Parlons Francais 25 lessons. The others fit in between these two extremes. The wide variation between these two texts is an indication of the difference in stress. Cours Primaire stresses the grammar approach with the accent on drill and grammatical construction: Parlons Francais presents grammar in simple, graded units, with more reading material of greater variety. Detailed comments, pro and con for each text, have been listed and can be made available to anyone interested.

II French a compulsory subject

- compulsory in 33 of the 54 schools
- optional in 20 schools
- compulsory for all academic students in 1 school

In view of the wide range of pupils' ability problems are created unless classes are graded and a course is presented to pupils on their level of achievement. This brings one to the problem of streaming.

Forty-three of the schools contacted favour having two distinct streams, whereas 6 were opposed and 5 had no opinion to offer. Of those in favour 17 would stream groups at beginning of Grade 9, 20 at Grade 10, 4 at Grade 11 and 2 at Grade 12.

Scientific streaming presents its own problems. It implies two distinct courses of study, a variety of texts in use within the same school, special examinations and in some cases individual time-table intricacies. Moreover, one must decide where to place the stress. Is it to be enrichment in depth maintaining the present pace, or should pupils be allowed to cover the course at the rate at which they can assimilate it, or should there be a combination of both increase in amount of work covered and enrichment? This question was put to teachers and their suggestions can be summarized as follows:

(a) The weak stream

- Teach only basic, essential grammar, minus involved refinements.

- Stress on conversation, comprehension and oral work at the expense of written translation from English to French and grammatical approach.

- Simple conversational, topical patterns for memorization and rote-learning, songs and games.

- A good deal of repetition and drill.

- Fairly easy reading-matter involving a controlled, basic vocabulary.

- Cover facts about France (life, history, geography, culture and civilisation).

- Greater use of English in explaining grammatical points.

- Introduction of projects, teaching aids (records, etc.) to maintain a high degree of interest and participation.

- Examination to test comprehension and oral facility rather than translation from English to French.

(b) Advanced Stream

- Greater enrichment in depth and breadth.

- More ambitious reading programme (in quantity and quality) leading to a greater appreciation of French Literature.

- A good deal of carefully selected supplementary reading.

- More intensive study of grammar, with accent on form and style, instruction given exclusively in French.

- A great deal of oral work and conversation, with pupils receiving opportunities and encouragement to express themselves in an effort to gain fluency.

- An intensive writing programme, with considerable stress on free (guided) composition, stressing ability to compose paragraphs of literary value.

- A good deal of memory work.

- A more imaginative and challenging course.

- Opportunities for individual work.
- Increase in rate of grammar coverage.
- Use of laboratory method - electronic sound equipment to improve pronunciation.
- More classroom periods.

III Percentage of pupils failing in Grade 9 French

Range 7% - to 50%

Distribution	7 - 10% -	6 schools
	15% -	13 schools
	20% -	16 schools
	25% -	5 schools
	30% -	2 schools
	35% -	1 school
	40% -	1 school
	50% -	1 school
		45
Unable to answer		9
		54

IV Lack of Adequate Direction

There seems to be a serious lack of adequate direction and supervision of classroom teachers. Even in schools where Heads of Departments exist there sometimes are no formal courses of studies, no visitation by the Head or intervisiting and no organized "in-training" programme.

That is partially explained by the fact that the average Head has a full teaching programme, with little time for supervision or organization. In too many schools the Head's duties and with chairing the periodic departmental meeting, where discussion is limited to a comparison of the number of pages covered and setting limits for the next term examination. There are no discussions of

methods, stress, evaluation of texts and other problems that must present themselves to the teacher who is interested in doing a professional job.

A Head of Department should be a scholar, a competent executive, and an ardent advocate of his/her subject. He must keep abreast of the times, be aware of the latest publications, research and experimentation in his field and be sufficiently flexible in his outlook to be able to adapt his course of studies to the changing trend. He should have the time and financial means at his disposal to further the interests of his department and should be called upon periodically by his principal to give an account of his activities and accomplishments. He should supervise his subordinates at regular intervals, conduct an effective in-service training programme and should arrange for his teachers to visit him, one another and leaders in other schools.

V Uniformity

When asked what tenses should be taught by the end of Grade 9, the following answers were given:

Present indicative (of 3 regular classes)	54
Imperative	32
Past indefinite (of regular avoir verbs)	46
Future	14
Imperfect	2
Present Participle	1

One teacher recommends the teaching of all tenses except past definite, conditional and anterior tenses.

VI Time allotted to subject

The time allotment varied from 160 minutes per week to 240, with an average of 195 minutes.

43 schools have 5 periods per week of varying lengths.
10 schools have 6 periods per week of varying lengths.
1 school has 4 periods per week.

Whereas 5 40-minute periods are adequate, an imaginative, energetic and dedicated teacher can make excellent use of a 6th to enrich his course and carry on a significant oral programme. A 4-period programme is inadequate, regardless of the length of the period. A pupil embarking on a new language programme should be

exposed to contact with the language at least once a day during the school week. This is a minimum requirement.

VII Class Answers

There is room for considerable improvement, both in the quality of oral and written answers and in the manner in which they are given. There is too much toleration of slovenly stance, inaudible answers, careless and untidy board work, incomplete sentences, disorganized and uncorrected note-books.

Of the 54 schools visited, 51 insisted on pupils keeping a note-book in French.

When asked what qualities were streesed in note-books, the teachers replied as follows:

A complete record of assigned work	26
Stress on neatness	32
Organization of material	24
Correction of errors	41
Special consideration for supplemental imaginative inclusions	5

The replies to a question on the frequency of note-book checking were:

(a)	Casually	daily	16
		weekly	24
		monthly	3
		once per term	3
		not at all	3
	Thoroughly	daily	0
		weekly	1
		monthly	2
		once per term	29
		not at all	22

Do marks assigned to note-books form part of the report mark?

yes - 24 no - 30

Homework Assignments

52 schools allot a 15 - 30 minute assignment
1 school allots more than 30 minutes.
1 school allots none.

The usual assignment of 15 to 30 minutes seems satisfactory.

Teaching of Phonetics

(a) Active knowledge	4 schools
(b) Passive (recognition)	46 schools
(c) None	4 schools
	54 schools

The general practice of teaching phonetics passively, or for recognition purposes, seems satisfactory.

Use of French as Medium of Instruction (Direct Method)

	Exclusively	Partly	Not at all
(a) New grammar lesson	3	34	17
(b) Reading selection	37	17	0
(c) New vocabulary	11	36	7
(d) Correction of B.B. work	13	38	3
(e) Spelling	24	18	12

Proper place to start Modern Language instruction

Few people will agree on the exact age when pupils can benefit best from the introduction of a Modern Language course. Some maintain that the earlier it is begun the better. Whereas some extremists suggest Grade 2, more moderate enthusiasts are introducing the subject at the Grade 5 or Grade 7 level. I am inclined to favour the Grade 5 level, under ideal conditions. At that stage youngsters are sensitive, responsive, observant, enterprising and seem to be devoid of self-consciousness.

A very special approach is required, stressing conversation, learning high frequency speech patterns by rote and imitation, with the accent on games, songs, dramatized situations and a good deal of play activity. Needless to say this requires a highly specialized, resourceful, energetic and extremely patient teacher of good linguistic knowledge and pronunciation. It implies further a constant progression with introduction of new topical material and speech patterns, highlighted by a wealth of aural and visual aid materials. The following problems arise:

(1) Are there enough teachers who can do this well?
(2) What provision are we prepared to make to see that these pupils aren't forced to mark time or retrogress on entering High School?

Unless we are prepared to make some such provision there will be confusion when the pupils reach High School.

If and when the introduction of French in the Public School becomes accepted practice, the High School French Course will have to be reorganized completely, with new texts, new objectives and new testing procedures. Under present conditions without uniformity of purpose the introduction of French in elementary grades seems premature and unwise.

To complete the circle I would like to return to one of the statements made at the beginning of this report that the greatest need at the present time is a clarification of objectives. Let us know first what we want to accomplish, then set about doing it in the most effective way possible.

ONTARIO

DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

GRADE 9 SURVEY, 1957-8

SCIENCE

In conducting the Grade 9 survey for science, the attached questionnaire was submitted to some sixty schools of various types and size before visits were made to discuss with the teachers concerned some of the topics mentioned in the questionnaire.

In each of the schools, the questionnaire was completed with commendable care and thoroughness and subsequent discussions with the teachers revealed opinions which merited the utmost respect although they occasionally differed widely.

Some of the more significant findings might be outlined as follows:

Course

1. Fifty percent of the schools rated the course of study as as adequate, thirty-five percent as requiring minor changes and fifteen percent as requiring major changes.

2. Among suggestions made with a high degree of frequency were:

   (a) Reintroduce some biological science and transfer some of the more difficult physical science topics to Grade 10.

   (b) Retain the courses without modification.

   (c) Reverse the courses for Grades 10 and 9.

Textbooks

Forty-five percent rated the text or texts in use as being satisfactory; twenty percent suggested minor changes and thirty-five percent advocated replacement.

A few preferred to have no text but the preponderance of opinion favoured a text based on the course of study and owned by the pupils.

Accommodation

In about seventy percent of the schools visited either full-time or adequate part-time use of a laboratory was available and in the remaining schools less desirable accommodation was provided.

Experimental Work

Experimental work is performed by the pupils in groups of two or three in about thirty percent of the classes and by the teachers in about seventy percent of the classes. The approximate number of lessons per year in which experiments are performed is reported as ranging from twenty-five to sixty-five with an average of forty-five.

Notebooks and Records

The written records frequently indicated that suitable direction and supervision had been given to ensure accuracy without loss of opportunity for individual expression but this was not always true.

Qualification of Staff

In the Grade 9 work, the proportion of teachers with special standing was not high but in almost every instance the teacher had taken some science subjects in his university course. In many of the District High Schools the course in Agriculture has ensured the engagement of teachers with a good scientific background.

Suggestions

(1) An effort to treat the experiments as investigations rather than verifications or demonstrations and to record them accordingly is recommended.

(2) The volume of notes should be maintained at a level that permits a supervision which will ensure a high degree of accuracy for all records..Outlines developed jointly by teacher and class should serve as a framework for notemaking and these outlines should become less detailed as the students' note-making skills develop.

(3) Effective liaison with the elementary schools is desirable to prevent undue repetition or omission of topics,

(4) Frequent reference to the objectives as outlines in the course of study is recommended.

There was little evidence to indicate that the quality of work was related to either the size or the type of school.

GRADE 9 SCIENCE QUESTIONNAIRE

Type of School -- Continuation __ District H.S.or C.I.__ Composite__
Vocational __City C.I.

Teachers -- Certificate _____
Degree _____
Years of experience in teaching Science __
Science subjects taken in University Course

Science Course -- General __ Agricultural ___

Number of minutes per week for the subject ____

Textbook -- Name _____Owned by School___ by pupil__

Recommended reference sources used by pupils (not more than 3 each of books, magazines, and films)
Books _____
Magazines _____
Films _____

Notebook -- blank loose leaf __ special loose leaf__fixed pages __

Pupils' Records-- Source of Assistance -- blackboard outline __
-- copy from textbook or blackboard

-- class discussion __
-- mimeo sheets __
-- dictation of difficult sections __

Experimental work during the year-- Number of lessons in which experiments were performed--
-- by teacher __
-- by selected pupils __
-- by all pupils ___

Frequency with which topics were covered in Elementary School (by some of the pupils)
-- rare (less than 5%)____
-- occasional (5 to15%)____
-- frequent (more than 15%)
___

Type of room in which subject is taught - standard classroom __
- classroom with demonstration desk ___
- part-time use of laboratory ___
- full-time use of laboratory ___

How do you rate the course of study -- adequate __
-- requiring minor changes __
-- requiring major changes __

What is your opinion of the texts -- satisfactory __
-- inadequate ___
-- in need of revision __
-- in need of replacement __

PLEASE USE CHECK MARKS (√) WHERE APPLICABLE

1958-59:32
5500

ONTARIO

DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
JAN 27 1959
UNIVERSITY OF TORONTO

MEMORANDUM TO PRINCIPALS AND TEACHERS OF SECONDARY SCHOOLS
TO SECRETARIES OF SECONDARY SCHOOL BOARDS

Re Grade 13 Departmental Examinations, 1960

The Grade 13 Departmental examinations occupy such a time-honoured place in the Ontario educational system that any suggestion that they be changed in any respect is likely to be looked on with some apprehension by the great majority of secondary school teachers.

Nevertheless, it must be remembered that these examinations, important as they undoubtedly are, constitute a means to an end and not an end in itself. Hence the possibility of their improvement must not be ignored.

A considerable amount of discussion has gone on in recent years regarding certain aspects of these examinations, and a good deal of thought has been devoted to them by officials of the Department of Education. Their study has concerned the following matters.

1. The dual purpose of the Grade 13 examinations.

The Grade 13 examinations are used not only to determine the fitness of a student to receive a Secondary School Honour Graduation Diploma at the end of his high school course, but also to judge of his readiness for admission to an institution of higher learning. The view that these two functions of the examinations are not identical gave rise to the 1957 experiment in which two papers in each of Mathematics and French, a General and a Special, were written by a voluntary group of about 1200 students. The standings of this group, both on the experimental and on the regular Grade 13 Departmental examinations, are at present being correlated by Dr. R. W. B. Jackson, Director, Department of Educational Research, Ontario College of Education, with the records of these students in their first year at University or Teachers' College. It is hoped thus to determine the relative predictive value of these experimental papers as compared with the regular ones. It might be noted, incidentally, that some evidence was obtained of the possibility of reducing the number of papers in certain subjects without adversely affecting the validity of the examination results.

2. The value of objective-type questions as a component part of certain of the papers.

The gradual improvement in recent years in the character of objective-type tests and the mounting evidence of their effectiveness as indicators of scholastic ability and readiness for further education can hardly be ignored. It seems reasonable to admit that although certain testing objectives can be reached only through essay-type questions, others can be more effectively attained through the objective-type. The Minister is therefore proposing, with the concurrence of the University Matriculation Board, to incorporate some objective-type questions, to

(over)

a combined value not exceeding thirty percent of the total, in certain of the Grade 13 papers for 1960. Use may be made of completion tests, multiple-choice tests, matching tests, and possibly some other standard types, but not true-false. The assistance of the appropriate district committees of the Ontario Secondary School Teachers' Federation, as well as of the Departmental Consultative Committees in the various subjects, is being sought in order to provide an ample pool of suitable test items for use in this venture. The Minister trusts that the Executive of the Federation will transmit to the Deputy Minister from time to time such constructive suggestions as may arise as the venture proceeds.

3. Conclusion

Teachers and students may be assured that the intended modifications in the character of the Grade 13 papers will be the result of most careful study and will be accompanied by adequate safeguards for their many time-tested values. All papers, as hitherto, will be subject to the usual thorough review by The Supervising Board. There will be no change in the character of the examination papers for 1959.

C. W. Booth

C. W. Booth
Deputy Minister of Education.

TORONTO, January 21, 1959.

1958-59:33
5500

ONTARIO

DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

MEMORANDUM TO

PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
SUPERINTENDENTS OF SECONDARY SCHOOLS
DIRECTORS OF EDUCATION
ELEMENTARY SCHOOL INSPECTORS
SECONDARY SCHOOL INSPECTORS

RE THE CARNEGIE STUDY OF IDENTIFICATION AND UTILIZATION OF TALENT IN HIGH SCHOOL AND COLLEGE.

The Department of Educational Research of the Ontario College of Education has initiated a study of identification and utilization of talent in the secondary schools of the Province, to begin with Grade 9 students enrolled in school during the school year 1959-60 and to continue with a follow-up of each student until secondary school is completed or withdrawal from school has occurred. The survey will be financed in part by a grant of $90,000 from the Carnegie Corporation of New York. It is expected that every school in the Province, including private schools, enrolling students at these levels will participate in the study this autumn and continue to co-operate throughout the period under review.

Some of the main objectives of the study are to identify and utilize talents of gifted youth, to discover why some intellectually capable students leave school early, to focus attention on recognizing and meeting individual differences, and to determine abilities and characteristics leading to vocational success.

The Minister has given his approval to this study and would welcome the full co-operation of principals, teachers, and administrative officials in this project.

Further information about the study will be supplied later.

C. W. Booth

Deputy Minister

TORONTO,
January 26,
1 9 5 9.

Copy 2

1958-59:38
8000

ONTARIO

DEPARTMENT OF EDUCATION

Memorandum to Secondary School Principals

Re: Preparation of Objective-type Test Items for Grade 13 Departmental Examinations

The Minister of Education announced recently that a limited number of objective-type questions will be included in some of the Grade 13 Departmental examination papers in 1960. Although in no case will more than 30 per cent of the marks be assigned to such questions and although the experience of other examining bodies and also of this Department as obtained from recent Grade 12 testing is considered ample to justify this step, it is nevertheless recognized as a departure from our accepted practice which should be undertaken with all possible care. For that reason the Minister desires to enlist the full co-operation of secondary school teachers in the formulation and collection of questions of suitable content, form, and difficulty. The Ontario Secondary School Teachers' Federation has expressed its willingness to assist in this important undertaking by gathering these items through the offices of its District Professional Development Committees.

In order to give some help to those teachers whose experience in devising objective-type test items may be limited, Dr. R. W. B. Jackson, Director of Educational Research, Ontario College of Education, has prepared the following statement. The Principal is asked to bring it to the attention of all members of his staff whose work qualifies them to assist in this project and to ensure that they receive sufficient copies of the accompanying Form on which to set out the submitted items. These should reach their District Committees on or before April 15, 1959.

The Minister is confident that the secondary school principals and teachers of the province will co-operate whole-heartedly in this professional undertaking.

C. W. Booth

Deputy Minister of Education.

TORONTO, February 16, 1959.

The Preparation of Objective-type Test Items

It is perhaps advisable at the outset to consider a definition of terms. The basic distinction between the objective test and those of other types lies in the marking. An objective question or item can be marked accurately by any person possessing only clerical skills, and does not necessarily require any special competence in the area being measured. No demand is made on his judgment, since the answer is unequivocally right or wrong and is marked by reference to the correct answer specified in a key. Answer sheets are often constructed so that they can be scored by machine. A subjective element, on the other hand, enters into the marking of other types of items, involving a danger of inaccuracy.

The responses to an objective item must, in view of the above definition, be highly restricted. That is, the range of possible answers must be relatively small. Restriction is achieved in several different ways, some of which are considered desirable and others not. Falling generally into the latter class is the familiar and often misused true-false item. Because of the impossibility of achieving through it anything more than the shallower objectives of measurement, and because of the difficulty of dealing with the element of guessing inherent in it, this type of item will not be used in the proposed Departmental examinations.

Another type of objective item involves matching premises in one list with responses in another list. Matching items are superior in most respects to true-false items, and may be considered for inclusion in the Departmental examinations. Their range of possible uses, however, is somewhat restricted.

The most satisfactory result is very often obtained by using some form of the multiple-choice item. Here the student is confronted with a question or statement and, as a rule, four or five possible responses, only one of which is correct. His only obligation is to indicate in some specified way the answer he thinks is right. As compared with the true-false question, the multiple-choice item is more flexible and adaptable, reduces the element of guessing to a minimum, and can be used to measure more complex educational outcomes.

The possible uses of the multiple-choice item may best be understood in the light of some of the objectives of school examinations. Although it would probably be impossible to agree on a complete list of these objectives, there is little doubt that an attempt should be made to measure at least the following.

knowledge of facts
general vocabulary
knowledge of the specialized vocabulary of a subject
ability to interpret information
perception of relationships
analytical skill
ability to apply general truth to specific situations
ability to generalize from specific facts
ability to select and organize material
ability to express ideas clearly, concisely, and effectively
ability to detect bias and propaganda
originality and creativeness
appreciation of aesthetic qualities

Not all of these educational outcomes are, of course, expected of every school subject, although some are common to all.

The examples given below illustrate a few of the varieties of objective-type questions. They may be of assistance to teachers whose experience in devising test items of an objective nature has been limited. The construction of thoroughly satisfactory questions will come, however, only with experience and the expenditure of time and thought.

ENGLISH

Although essay-type questions will undoubtedly be the chief resource in examining for literary appreciation and competence and fluency in expression, objective-type questions also possess certain possibilities.

Example 1

George III had been king for eighteen years.
He had become king of a great and victorious nation.
He had misgoverned the nation.
The nation had been brought to the verge of ruin.

The above four sentences have been combined into one in each of the following sentences. Select the one which *best* presents the ideas without repetition, shows their relationships, and is expressed correctly.

(1) During the eighteen years since George III had become king of a great and victorious nation, he had brought it to the verge of ruin by his misgovernment.
(2) George III had become king of a great and victorious nation, and for eighteen years he had misgoverned it, and it had been brought to the verge of ruin
(3) George III, having been king for eighteen years, had brought the nation to the verge of ruin by his misgovernment, although it had been great and glorious.
(4) Although George III had become king of a great and glorious nation eighteen years earlier, he had misgoverned it, and it had been brought to the verge of ruin.

NOTE—*Commoner types of questions in English Composition include multiple-choice items testing correctness and effectiveness of expression, ability to organize given sentences into a well constructed paragraph, taste and sensitivity in literary expression, discrimination in the meaning of words, and various kinds of completion questions.*

Example 2

The second illustration shows how sensitivity to the use of figurative language can be measured in some degree. While any one of the alternatives could be inserted in the blank space, only the third is genuinely in tune with the remainder of the passage.

"She dipped into the hollow straight down, as if going over the edge of the world. The engine-room toppled forward menacingly, ... An awful racket, of iron things falling, came from the stokehold."

(a) like a fox about to pounce on a helpless rabbit
(b) like a sick man rising from his bed of fever
(c) like the inside of a tower nodding in an earthquake
(d) like a rotten branch in a gale

Example 3

The third illustration shows how some aspects of appreciation of poetry may be evaluated, at least in part.

In the following passage of poetry, there is a blank space indicating that a line has been omitted. In the blank space before each of the possible alternatives, insert

Suggested Objective-type Test Items for Grade 13 Departmental Examinations

(This sheet to be sent to the District Professional Development Committee of O.S.S.T.F. on or before April 15, 1959)

Subject.....

Topic as listed in the Course of Study.....

.....

Test Item
(Indicate correct response in brackets at right)

*Estimated Difficulty
.....

( )

.....

Leave this space blank

.....

Subject.....

Topic as listed in the Course of Study.....

.....

Test Item
(Indicate correct response in brackets at right)

*Estimated Difficulty
.....

( )

.....

***Assign a number ranging from 1 if the item is relatively easy, to 5 if it is very difficult.**

(a) ..... if the line is appropriate
(b) ..... if the line is inappropriate in rhythm or metre
(c) ..... if the line is inappropriate in style or tone
(d) ..... if the line is inappropriate in meaning

"What passing-bells for these who die as cattle?
Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
....."

(.....) 1. Can give their very simple orisons.
(.....) 2. In echoes through the distant valley runs.
(.....) 3. Can sound for these unlucky ones.
(.....) 4. Can patter out their hasty orisons.

HISTORY

Example 4

The most important influence governing the settlement of boundaries in central Europe after the First World War was

(a) the territorial demands of the victors
(b) the desire for revenge on the part of the victors
(c) the desire to avoid the danger to world peace of a reconstituted Austria-Hungary
(d) the principle of national self-determination

The fourth item demands some grasp of an important historical development. While all the alternatives have an element of truth, a well-informed student should have no difficulty in selecting the fourth as the correct choice. Other multiple-choice questions may test for factual knowledge, and the understanding of basic terms and concepts.

FRENCH

Example 5

The fifth illustration shows how a knowledge of French vocabulary may be tested by the presentation of alternative definitions.

"chagrin" means the same as

(a) expression moqueuse
(b) mineral combustible
(c) animal à deux cornes
(d) vieux morceau d'étoffe
(e) état d'esprit douloureux

Example 6

Under the accompanying French word (or expression) are listed five additional words (or expressions). Select the one which is most nearly the opposite of the original.

"allumer"

(a) éteindre
(b) étendre
(c) atteindre
(d) attendre
(e) terminer

Objective-type questions can also be used to test comprehension of a situation outlined in the foreign language, grammatical usage, various aspects of vocabulary knowledge, or reading comprehension.

MATHEMATICS

Example 7

This item measures the understanding of a mathematical principle and the ability to apply it in a specific situation.

The middle term in $(p+q)^{16}$ is

(a) $3432\ p^7q^7$
(b) $56\ p^7q^7$
(c) $216\ p^{16}q$
(d) $4886\ p^8q^7$
(e) $12870\ p^8q^8$

Example 8

A transport plane flies 150 miles on a course 60° West of South. It then takes a course 70° East of South until it is directly South of its starting point. Which of the given expressions would give its distance (in miles) from the starting point?

(a) 150 sin 20°
(b) 150 sin 50° cos 70°
(c) 150 sin 50° sin 70°
(d) 150 sin 50°
(e) 150 sin 50° cosec 70°

Besides instances of problem solving, as in the eighth example, objective-type questions in Mathematics may test for manipulative skills, knowledge and understanding of formulas, theorems, and mathematical terms, interpretation of graphs, and ability to draw conclusions from data.

SCIENCE

Example 9

This item tests the understanding of scientific principles.

The burning of gasoline in an automobile cylinder involves all of the following *except*

(a) reduction
(b) decomposition
(c) an exothermic reaction
(d) oxidation
(e) conversion of matter to energy

Example 10

The final example refers to the use of apparatus in an experimental situation.

A laboratory student is asked to determine the coefficient of friction between a metal cube of unknown weight and a smooth inclined plane of adjustable height.

The *minimum* apparatus with which he could obtain the necessary data would be

(a) A metre stick
(b) A spring balance and a metre stick
(c) An equal-arm balance
(d) An equal-arm balance and a stop watch
(e) A spring balance, a metre stick, and a stop watch

Good items often include paragraphs of some length on which the responses are based. Space does not permit any of these to be presented here, but teachers should feel free to offer examples of this type. Often classified as objective items are those involving partially restricted answers, some of which may be used in the Departmental examinations. In this category we have the completion question, which requires the insertion of one or more missing words or groups of words in a sentence or passage. Another of the same type involves a diagram which the student completes by inserting words, marks, or lines. In the physical and biological sciences, diagrams of apparatus, of physiological systems of animals, etc., are often used as the basis of objective-type questions. The ability to appreciate those factors which must be controlled so that valid conclusions may be drawn from the results of an experiment can also be tested by suitable questions of this type. These questions often provide a more stringent test of the student's ability to recall relevant facts than do those of the multiple-choice type. They are, however, less adaptable in many respects, and also have the disadvantage that the subjective element is present to some degree in the scoring process.

A number of the objectives we have considered may be achieved effectively through the use of multiple-choice items. The speed with which the candidate's responses can be shown is a distinct advantage in that the less time it takes for each item, the more items it is possible to include in the examination, and thus the more adequately the entire course may be sampled. As a consequence, the incentive to cram should be reduced, and teachers should gain some relief from pressure to teach for the examination.

It is, of course, obvious that objective questions do not measure directly the ability to express ideas clearly, concisely, and effectively, nor do they provide a student any opportunity to demonstrate originality or creativeness. In these vital areas, the value of the essay-type question is undisputed. Essay questions may also give opportunities for analysis, organization, and interpretation that can be provided only partially and, even at best, with great difficulty by multiple-choice items. These considerations greatly outweigh such disadvantages as the difficulty and expense of marking essay-type answers, and even the danger of doing an injustice to individual students where subjective judgment plays a large part in the evaluation of their efforts.

In summary, it may be said that objective-type questions are most effective in measuring certain outcomes of instruction whereas those of the essay type are most effective in measuring others. The two forms complement each other, and are not opposed in function and purpose. Probably the best form of examination is one which comprises a judicious combination of the two types, each serving the purpose for which it is best fitted.

Ontario College of Education,
Toronto, Ontario,
February 16, 1959.

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
MAR 1959
UNIVERSITY OF TORONTO

1958-59:43
25,000-58-5742

ONTARIO

DEPARTMENT OF EDUCATION

Memorandum To Inspectors of Elementary and Secondary Schools
Principals of Elementary and Secondary Schools

Re Proposed Courses in History and Geography — Grades 7, 8, 9, and 10.

This memorandum is a progress report to inform those concerned about the areas of study in these subjects proposed for grades 7, 8, 9, and 10, the availability of text-books, and other matters related to the new courses.

1. The proposed areas of study in each grade are as follows:

HISTORY

Grades 7 and 8

A two-year course in Canadian History ending about the year 1901. For grade 7 the period to be dealt with ends about the year 1800; the period for grade 8 is from 1800 to 1901.

This is to be a chronological study of the history of Canada beginning with the French period. It will include the Atlantic provinces and the Canadian west, and give prominence to the history of Upper Canada, particularly in the period 1791-1867. The history of the local community will be dealt with in grade 8.

Included in this course will be those events and movements in the history of the United States affecting Canada and having significance for Canadians — the formation of the English colonies in America, the American Revolution, the territorial expansion of the United States, the American Civil War, and the pressure of American population in the nineteenth century.

It is expected that outlines for these courses will be ready for distribution to the schools during the month of April.

For these grades the following text-books are now available, have been listed in Circular 14, 1959, and are subject to the reimbursement grant.

Grade 7 Deyell, Edith, CANADA, A NEW LAND — W. J. Gage Limited

Grade 8 Deyell, Edith, CANADA, THE NEW NATION — W. J. Gage Limited

Other text-books for these grades are in preparation, but publication dates are not yet known.

Grade 9

The history of Britain to 1901 (end of the reign of Queen Victoria). A chronological treatment is proposed, prominence being given to those aspects of the story that have most meaning and significance for Canadians. The emphasis, therefore, will be on the following themes:

(a) the evolution of the British people, their language and literature;

(b) the growth of parliamentary government; the evolution of the monarchy; the development of the British idea of justice, liberty, and fair play;

(c) the growth of religious tolerations;

(d) the growth and nature of the British Empire;

(e) the progress of science and its effects;

(f) conditions that led to the migration of British people to Canada, to other parts of the Empire, and to the U.S.A. before 1900.

The text-books now available for the grade 9 history course are:

Lambert, R. S., THE GREAT HERITAGE — House of Grant
Tait, G. E., PROUD AGES — The Ryerson Press

These books have been approved for permissive use, are listed in Circular 14, 1959, and are subject to the reimbursement grant.

Grade 10

(a) The twentieth century — the history of Canada, Britain and the U.S.A., from 1901 to the present. This course might almost be regarded as a history of the English-speaking peoples in the present century, seen from a Canadian point of view, with a strong emphasis on Canada. It will deal with the following major topics:

The period 1901-1914 in Britain, U.S.A., and Canada.

The war of 1914-1918 — its origins, progress (chiefly western front), attempts at settlement, resultant changes, effects on Canada, Britain, U.S.A.

The period between wars — the League of Nations; the rise of fascism and communism; the great depression; events in Canada, Britain, U.S.A.

The war of 1939-1945 — its causes, progress, and results; effects on Canada, Britain, U.S.A.

The post-war period — the United Nations; evolution of the Commonwealth; the cold war; events of the period — Canada, Britain, U.S.A.

Text-books for this course are being written. Publication dates cannot yet be set, but it is unlikely that books will be available before September 1, 1959. Prospects are good for the appearance of books for the course well before September 1, 1960.

It is planned to issue outlines for the course as text-books become available.

(b) A course in government (four to six weeks) summarizing the growth of government in Canada to its present form and the steps by which Canada assumed the responsibilities of self-government.

(i) the operation of government in Canada — federal and provincial;
(ii) the administration of justice;
(iii) comparison of Canadian and British systems with government of U.S.A.

Text-books for this course are in preparation. Publication dates cannot yet be set.

GEOGRAPHY

Grade 7: The geography of Canada including the Arctic, special attention being paid to Ontario, and to the geography of the local community.

Grade 8: The United States, Central and South America, the West Indies.

Grade 9: The British Isles, Africa, Australia, New Zealand, Antarctica.

Grade 10: Europe (except the British Isles), Asia, (including the Middle East and Indonesia.

For geography, two atlases have been published and placed on the approved list:

CANADIAN OXFORD SCHOOL ATLAS (Oxford)

NELSON'S CANADIAN SCHOOL ATLAS (Nelson)

Text-books in geography are in preparation but no publication dates are available as yet. The collection of accurate and good illustrative material, the assembling of geographical data, the preparation of diagrams, and the printing of up-to-date maps are processes for which adequate time must be allowed.

It is not proposed to issue Departmental outlines in geography until about the time text-books become available. It has been represented to the Department, however, that in the meantime, in schools where it is desired to begin using the new courses in September, 1959, adequate temporary courses can be prepared locally, and use can be made of text-books at present on the approved list, and materials already in the schools.

2. It is hoped that ultimately three or four suitable text-books may be available for each course in history and geography. After careful examination the teachers should select, as the basic text, the one that seems most suitable, and agree on its use for the school. Copies of the other approved books should be available in the classrooms in sufficient numbers so that, when any topic is being dealt with, the pupil may not only be able to see how his own text-book treats it, but may also be able to consult the views of other historians. The pupil should not come to regard history as a body of absolutes on which his text-book has said the final word.

3. The new courses are designed for a six-period week.

4. Until the new courses are available the outlines contained in Curriculum I: 1 and the provisions related to them will apply.

5. The new courses in history and geography are to be parallel to the existing courses in the Social Studies, and schools may choose to follow the existing courses, or to use the new courses, whichever they think they can use to the best advantage.

6. Although these courses are intended to be parallel to the existing courses as outlined in Curriculum I: 1, a change in the areas of study at present outlined for grades 8 and 9 will be required.

Some school systems have taught British History in grade 9 while nearby systems have been teaching the Social Studies course on the British people, outlined in Curriculum I: 1, in grade 8. It is evident that it will be necessary to secure a measure of uniformity which will

permit transfers within a grade or which will prevent repetition of courses in successive grades. This will require all schools to conform to a study in any grade of the general areas or periods laid down for that grade, whether in Social Studies or in geography and history, but it will not take away the freedom to make local adjustments within the general framework.

Inspectors and principals are asked, therefore, to arrange with all convenient speed, that in all schools the following order of topics be presented. It should be possible to have this arrangement in effect for grades 7 and 8, and in many schools for grade 9, by September 1959

	A	B	
	Where the Social Studies Course is followed:	Where the separate courses are followed:	
		History	Geography
Grade 7	Canada	Canada to 1800	Canada
Grade 8	Canada and the Americas	Canada 1800-1901	U.S.A., Central and South America
Grade 9	Canada and the Commonwealth	Great Britain to 1901	British Isles Africa, Australia New Zealand and Antarctica
Grade 10	Canada and the World	Twentieth Century	Europe, Asia

In schools where the order set forth in column A is already being followed, any adjustments that were necessary because of the change in grade level were made by local committees at the local level. It will still be necessary for adjustments deemed necessary to be made locally as no revision of the Social Studies courses outlined in Curriculum I: 1 will be undertaken until after the new courses in history and geography are ready.

7. The proposed new courses are being designed to provide for continuity of study. The importance of collaboration by the teachers of grades 7, 8, 9, and 10 in establishing the courses, in teaching them, and in evaluating them cannot be over-emphasized. Where local curriculum committees dealing with these subjects are not at present operative, co-ordinating committees should arrange for such committees to be re-established.

E. F. Hannon

Chief Director.

TORONTO, March 13, 1959.

1958-59:53
4500

ONTARIO

DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

MEMORANDUM TO SECONDARY SCHOOL INSPECTORS AND PRINCIPALS

RE THE ONTARIO EDUCATIONAL RESEARCH COUNCIL

For your information a copy of the announcement regarding the formation of the Ontario Educational Research Council is enclosed.

S. D. Rendall
Superintendent of Secondary Education.

TORONTO 2, May 13, 1959.

ANNOUNCING THE FORMATION OF

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

THE ONTARIO EDUCATIONAL RESEARCH COUNCIL

The AIMS of the Council are:

1. The advancement of educational research in the province by:

   (a) Providing a liaison between the research efforts of all interested educational organizations.
   (b) Collection of information about research being done in the province.
   (c) Publicizing research findings through various publications.
   (d) Making available to all members the findings of selected research studies deposited with the Council.
   (e) Sponsoring of meetings and conferences.
   (f) Exchange of information between members and between similar associations.
   (g) And such other methods as the Board of Directors may deem necessary.

2. Providing a liaison with other organizations on a national or provincial level.

The CORPORATE GROUP MEMBERS are: Association Canadienne des Educateurs de Langue Francaise - Ontario Branch; Association of Ontario Secondary School Superintendents; Federation of Catholic Parent-Teacher Associations of Ontario; Industrial Foundation on Education; Ontario Association for Curriculum Development; The Ontario Association of School Business Officials; Ontario College of Education; Ontario Department of Education; Ontario Educational Association; The Ontario Federation of Home and School Associations; the Ontario School Inspectors' Association; The Ontario School Trustees' Council; Ontario Teachers' College Association; The Ontario Teachers' Federation; The Universities of Ontario, and representatives of these form the Board of Directors of the Council.

Other organizations interested in educational research, affiliates of the group members and school boards are invited to become sustaining members at a yearly fee of not less than $50.00.
Individuals interested in the work of the Council are invited to become individual members at a yearly fee of $10.00.

SUSTAINING or INDIVIDUAL MEMBERSHIP entitles you to receive all publications of the Council and to attend the annual meeting; it also includes a full subscription to the new Ontario Journal of Educational Research published by the Department of Educational Research of the Ontario College of Education.

- help develop education through your support of research
- learn about research being done in Ontario
- secure and use research findings for your own work

- - - -

1959-60:16
5,000

ONTARIO
DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
OCT 22 1959
UNIVERSITY OF TORONTO

MEMORANDUM FOR PRINCIPALS OF SECONDARY SCHOOLS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

Re: Objective-type Test Items for Grade 13 Departmental Examinations, 1960

The Principal is asked to bring this memorandum to the attention of all Grade 13 teachers.

1. In January, 1959, the Minister of Education announced that in certain of the Grade 13 papers for 1960 objective-type test questions, to a combined value not exceeding thirty per cent of the total for each paper, would be used.

2. Later, through the good offices of the Ontario Secondary School Teachers' Federation, the assistance of teachers was sought in the preparation of suitable test items.

The response to this request was most gratifying, with the result that there is now available a considerable number of possible test items.

The Minister asks that his appreciation of their assistance be expressed to the teachers who sent in test items.

3. The Minister now announces that for the Grade 13 Departmental examinations of 1960 objective-type questions will appear on the five papers listed below.

Chemistry
History
French Composition
Trigonometry and Statics
Zoology

4. Later in this school year a brochure dealing with objective-type test items will be sent to the schools for the use of teachers and candidates. It may be pointed out that practically all Grade 13 pupils will be familiar with this type of test after writing the Grade 12 Departmental tests in 1959. In addition, most teachers use objective-type tests to some extent during the year.

5. It is important that candidates be reminded that, to the student who knows his work and is adequately prepared for a final examination, objective-type test items should present no more difficulties than do the essay-type questions.

C. W. Booth

Deputy Minister.

TORONTO, October 1, 1959.

1959-60:19
6000

ONTARIO

DEPARTMENT OF EDUCATION

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

MEMORANDUM TO SECONDARY SCHOOL PRINCIPALS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

Re: the Writing of Answers to the Questions on the Grade 13 Departmental Examination Papers

Principals are asked to have the contents of this memorandum brought to the attention of all Grade 13 teachers and all Grade 13 candidates.

A student who is attempting to prove that he is entitled to a Secondary School Honour Graduation Diploma or that he is worthy of admission to a university or other institution of higher learning should realize that he will be judged, in part at least, by the appearance and general style of his answer papers on the Grade 13 Departmental examinations. It is surely not too much to expect that these papers be legible, neat, and well organized, giving some evidence of maturity in form as well as content.

Too many of the Grade 13 answer papers in recent years have shown no such evidence. They were illegible, disorganized, and carelessly produced, and they exhibited either a lack of familiarity with, or a complete disregard of, the regulations laid down for correct examination procedure.

A legitimate part of the preparation for the writing of examinations which teachers should give their pupils consists in training them to observe the following rules.

1. Read carefully the whole of a question before the answer to any part is attempted, with due attention to the significance of key words which direct the student's effort as regards the length or the nature of the answer. Such words as briefly or concisely, or such directions as discuss, show how, explain the difference, illustrate, account for, or criticize are used deliberately and should be heeded. In this general connection, the pupil should be trained also in the budgeting of available time so that an undue amount is not spent on any one question.

2. Number clearly the answers to questions and parts of questions, with special attention to any choice of options. Where a student has attempted more than one option or has submitted more than one answer to a question and has not struck out either one, only the first attempt is marked.

(over)

3. (a) Double-space the answers in the language papers and avoid undue crowding on all papers.

   (b) Do rough work on the blank or left-hand page adjacent to the final answer, not in a separate examination book.

   (c) Do not tear out or insert pages in the examination book.

4. (a) Write legibly. To quote from Circular S. 40 of 1958, "The handwriting of many candidates was so poor that it frequently obscured the meaning and resulted in loss of marks". Pencils are not to be used. Ballpoint pens are permissible, but sometimes produce sloppy work. Only blue ink is to be used.

   (b) Give careful attention to correct spelling. It is not unusual to find candidates misspelling words which occur on the question paper itself.

   (c) Make accents in language papers distinct and unambiguous.

5. Do not place names or identifying symbols on the answer papers.

There are penalties provided for violation of the regulations laid down for the conduct of the Grade 13 Departmental examinations. It is the responsibility of all principals to see that candidates are made thoroughly familiar with these regulations (Regulations for Grade 13 Departmental Examinations, printed in Exam. Instructions No. 5) before they enter the examination room.

Proper training in the observance of the above standards in written work is of distinct benefit to every student. It should not, however, be postponed to the final year of the secondary school course and certainly not to the final few days of that year.

C. W. Booth

Deputy Minister.

TORONTO, October 15, 1959.

1959-60:26
6,000-59-3625

ONTARIO

DEPARTMENT OF EDUCATION

Copy 1
DEPARTMENT OF EDUCATIONAL
RESEARCH LIBRARY
ONTARIO COLLEGE OF EDUCATION
UNIVERSITY OF TORONTO
NOV 30 1959

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS

Re: Grade 12 Testing Programme for 1959-60

1. The Grade 12 testing programme, begun on an experimental basis in the spring of 1958 and extended to all students of the General Course in 1959, will be continued and further expanded during the current school year. All Grade 12 students proceeding to a Secondary School Graduation Diploma, whether in the General or a Vocational Course, will be required to participate.

2. There will again be three tests, as follows:

(a) a Scholastic Aptitude test, part verbal, part mathematical, of two hours' duration, on Tuesday, February 23;

(b) an Achievement test in English Structure and Usage, of one hour's duration, on Wednesday, March 23; and

(c) an Achievement test in Chemistry, of one hour's duration, on Thursday, May 19.

Please note that students of the Commercial or the Art Course will write only the first two of these three tests.

3. The technical arrangements for the testing programme will be in the hands of Dr. R. W. B. Jackson, Director of the Department of Educational Research, Ontario College of Education, who will, as last year, furnish the schools with the necessary instructions for the conduct of the tests and also suitable literature for the information of the pupils.

4. It is hoped that principals and teachers will impress upon the pupils concerned that the tests should be approached with seriousness but not anxiety. The best preparation is steady, consistent work during the school year. In the case of the Aptitude test, it is doubtless true that, despite the fact that learning capacity is the major factor measured, success on the verbal subtests is determined in part by the quality and extent of the student's literary experience to date, and success on the mathematical subtests is determined in part by the extent and recency of the student's training in mathematics courses.

5. Each school will receive from the Department of Educational Research a statement of the scores of its candidates, and these will again be forwarded in time for use in promotion and recommendation meetings at the end of the school year. Recommendations for the Secondary School Graduation Diploma in the case of pupils whose scores on either or both of the Achievement tests are very much below average should be made only after serious consideration of this fact and of all the other information available to the principal and staff. All recommendations will be subject to review by officials of the Department of Education; the principles which will govern this review may be found in the observations set out in the following section.

6. (a) SATO, the Scholastic Aptitude Test (Ontario edition) has been adapted from the Scholastic Aptitude Test of the College Entrance Examination Board, which has been described as follows: "This particular scholastic aptitude test is a measure of abilities that seem to grow slowly and stubbornly, profoundly influenced by conditions at home and at school over the years, but not responding to hasty attempts to relive a young lifetime". (From a statement by the trustee of the College Entrance Examination Board in College Board Review, Spring, 1959). It should also be borne in mind that, while an endeavour has been made to use questions on SATO which test only for verbal or mathematical understanding, skill, and ability, and which, so far as possible, are independent of specific secondary school courses, yet such questions, especially in mathematics, necessarily do involve knowledge of subject content to a certain extent. The subject matter used, however, has been confined to the core of essential elements which should have been mastered by all students at this level.

[OVER]

In the present context, this means that, by the time a student has reached Grade 12, his secondary school teachers should neither be given full credit for a high score nor charged with full responsibility for a low one. For example, if the school average is high, it probably reflects a generally high level of academic ability and interests in the community as well as the effects of a long period of both favourable home conditions and good teaching; if the school average is low, on the other hand, some combination of those factors will have been responsible, but it is nevertheless probable that good teaching over the years could have raised it to some extent. An equivalent interpretation may be applied to scores of individual students on this aptitude test. No staff, therefore, should be complacent about low scores on the Achievement tests just because the scores on the Aptitude test are also low; poor teaching could be a contributing cause.

(b) CETO, the Canadian English Test (Ontario edition) is an Achievement test in English Structure and Usage. It is intended to measure the relative standing of the candidates in such fields as punctuation, use of capitals, language usage, organization of material for paragraph or essay structure, and sentence structure and style.

It is obvious that CETO makes no attempt to assess directly the student's competence in other important aspects of English Composition, such as creative writing, or of English Literature. High scores on CETO, therefore, may or may not indicate competence in these other aspects of English; such competence must be tested through the student's daily work and the school's internal examinations. Low scores on CETO, however, undoubtedly do call attention to weaknesses of individual students (or of the school programme, if the same weaknesses occur in most students) which can and should be corrected.

(c) CCTO, the Canadian Test in Chemistry (Ontario edition), is an Achievement test in Chemistry which uses a large number of objective-style questions to assess the pupil's knowledge and understanding of the various topics in Grade 12 Chemistry. It is believed to give a valid and reliable measure of the pupil's achievement in that subject in terms of these specific objectives. It is clear that CCTO is not designed to measure directly the student's competence in all aspects of the Chemistry course, of which the development of laboratory techniques and skills is an obvious example. Again, attainment of the other objectives can be evaluated best through the student's daily work and the school's internal examinations.

C. W. Booth

C. W. Booth,
Deputy Minister of Education.

TORONTO, December 1, 1959.

1959-60:31
4500

DEPARTMENT OF EDUCATIONAL RESEARCH LIBRARY
ONTARIO COLLEGE OF EDUCATION
UNIVERSITY OF TORONTO

ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS, PRINCIPALS OF INSPECTED PRIVATE SCHOOLS, AND SECRETARIES OF SECONDARY SCHOOL BOARDS

RE CATEGORIES OF PUPILS WHO SHOULD WRITE THE GRADE 12 DEPARTMENTAL TESTS 1959-60

The following information is intended to answer certain questions which have arisen with respect to the categories of pupils who should write the Grade 12 Departmental Tests during the present school year.

SATO (Scholastic Aptitude Test)

All pupils who hope to be recommended for a Secondary School Graduation Diploma in June, 1960, in whatever course of study.

CETO (Canadian English Test)

(1) All pupils taking Grade 12 English this year, whether

(a) registered in Grade 12 of any course of study, or
(b) registered in Grade 13 of the General Course.

(2) Any pupils taking Grade 13 English this year who are still registered in Grade 12 and hope to be recommended for a Secondary School Graduation Diploma in June, 1960.

(3) All pupils registered in the Special Commercial Course.

CCTO (Canadian Chemistry Test)

(1) All pupils taking Grade 12 Chemistry this year, whether

(a) registered in Grade 11 of the General Course,
(b) registered in Grade 12 of any course, or
(c) registered in Grade 13 of the General Course.

(2) Any pupils taking Grade 13 Chemistry this year who are registered in Grade 12 and who hope to be recommended for a Secondary School Graduation Diploma in June, 1960.

The several groups indicated above for CETO and CCTO will be treated as sub-groups of the whole and norms will be calculated separately for each. In this way it is expected that useful information will be obtained from the sub-group regarding the effects, if any, of factors such as maturity of pupil, retention of knowledge, etc., while the core group of regular Grade 12 candidates will be maintained intact.

Candidates for the various types of Graduation Diploma (General, Commercial, Special Commercial, Technical, Art, and Home Economics) will also be treated as sub-groups of the whole and norms calculated separately for each category. This is obviously necessary since, for example, the prescriptions in Chemistry are not identical in the General and Technical Courses. Also, pupils in some of the Technical Courses will naturally be at some disadvantage in certain items of the SATO Mathematical test, which involve Algebra or Geometry. These facts must, of course, be taken into consideration in interpreting the results.

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, December 16, 1959.

1959-60:37
6000

ONTARIO

DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATIONAL
RESEARCH LIBRARY
ONTARIO COLLEGE OF EDUCATION
UNIVERSITY OF TORONTO

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

Re: the Use of Objective-type Test Items on Certain Grade 13 Examination Papers in 1960

Principals are asked to bring this memorandum to the attention of all Grade 13 teachers and students.

1. The purpose of this memorandum is to give teachers and prospective candidates information regarding the objective-type portion of the 1960 examination papers in Trigonometry and Statics, History, Chemistry, Zoology, and French Composition.

2. It will be recalled that the Minister announced that not more than thirty per cent of the total marks for any paper will be allotted to objective-type items, leaving at least seventy per cent of each paper concerned for questions similar to those which have appeared in the past. Actually, in History 20% of the marks, and in each of the other four papers 30% of the marks, are being allotted to the objective-type items.

   It is important that teachers continue to emphasize preparation for the answering of essay type questions.

3. The traditional-type questions will appear in Part I of the papers, and the objective-type questions in Part II.

4. For the most part the objective-type questions will be of the multiple choice variety, involving either four or five choices. In the marking, the total number of correct responses will be the score. It is not considered necessary to provide any penalty for incorrect responses.

   Some other kinds of objective-type questions, such as matching, may be used, but it should be emphasized that the form of question will be such that the pupil who knows the work should have no difficulty in following the directions for answering.

5. Part II will be printed in a separate 4-page folder which is to be inserted in one of the candidate's examination books at the close of the examination.

   Pupils should be warned that they must not put their names or any identifying marks on either their examination books or the objective-type folder.

(over)

6. In the majority of cases, the candidate will indicate his answers by placing the number of the correct answer in the bracket in the right-hand margin of the page. In a few cases there may be some variation, but in any case the answer is to be indicated in the bracket in the right-hand margin.

   Pupils should be warned that only those answers that are indicated in the brackets at the right of the page will be marked. The candidates will use their own pens in answering both Part I and Part II.

7. For the History paper, the last thirty minutes (that is, from 3.30 p.m. to 4.00 p.m.) will be allowed for Part II. For the other four papers, the last forty-five minutes (that is from 10.45 a.m. to 11.30 a.m. or from 3.15 p.m. to 4.00 p.m., as the case may be) will be allowed for Part II.

8. Notes somewhat similar to the following will appear at the top of Part I of the Trigonometry and Statics, Chemistry, Zoology, and French Composition papers.

   NOTE 1. For Part I, which is printed on this sheet, the candidate should allow the period from 9.00 a.m. to 10.45 a.m. (or from 1.30 p.m. to 3.15 p.m., as the case may be).

   NOTE 2. Part II, which is printed in a separate folder, will be placed on the candidate's desk by the Presiding Officer during the period from 10.40 a.m. to 10.45 a.m. (or 3.10 p.m. to 3.15 p.m., as the case may be). At 10.45 a.m. (or 3.15 p.m., as the case may be) the candidate should begin Part II.

9. A note somewhat similar to the following will appear at the top of Part I of the History paper.

   NOTE 1. For Part I, which is printed on this sheet, the candidate should allow the period from 1.30 p.m. to 3.30 p.m.

   NOTE 2, Part II, which is printed in a separate folder, will be placed on the candidate's desk by the Presiding Officer during the period from 3.25 to 3.30 p.m. the candidate should begin Part II.

10. Pupils should be warned to commence Part II when they receive the folder in which it is printed. It is not intended that the Presiding Officer should make any statement about this Part of the examination at that time.

11. Notes somewhat similar to the following will appear at the end of Part I on each of the five papers.

   NOTE. Part II is printed in a separate folder, which is to be inserted in one of the candidate's examination books before it is placed in the answer envelope.

   When the candidate has finished all he can do of Part II he may, if time permits, return to Part I.

Teachers should point out to their pupils that objective-type tests are of such a nature that even an able pupil may not be able to complete all the items.

12. The format of Part II will, for the most part, be somewhat similar to that shown on the reverse side of this page.

TORONTO, January 15, 1960.

C W Booth

Deputy Minister.

(over)

Name of Subject

1960

Part II

NOTE 1. All items in Part II are equal in value.

NOTE 2. Only those answers that are indicated in the brackets at the right will be marked.

In the case of Trigonometry and Statics there will be an additional note, similar to the following.

NOTE. Any necessary calculations are to be made on the blank spaces of this folder or on the separate blank sheet that will be placed on the candidate's desk by the Presiding Officer. The separate sheet must be placed in this folder before it is put in one of the candidate's examination booklets for insertion in the answer envelope.

- - - - - - -

1. For each question below, several answers are suggested. In each case select the answer you believe to be correct, and place its number in the bracket at the right.

1. Which of the following rivers is in Canada?

(1) Seine (2) Volga (3) Ottawa (4) Danube 1. ( )

2. What is the area, in square feet, of a rectangle which is 6 feet long and 4 feet wide?

(1) 24 (2) 10 (3) 20 (4) 12 2. ( )

2. After each of the following incomplete statements are several suggestions for completing it. In each case select the one which provides the correct completion, and place its number in the bracket at the right.

1. The capital city of Italy is

(1) Naples (2) Rome (3) Venice (4) Florence 1. ( )

2. The product of 6 and 9 is

(1) 63 (2) 55 (3) 45 (4) 54 2. ( )

1959-60:41
4500

ONTARIO

DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATIONAL RESEARCH LIBRARY
ONTARIO COLLEGE OF EDUCATION
UNIVERSITY OF TORONTO

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS AND SECRETARIES OF SECONDARY SCHOOL BOARDS

1. Re Carnegie Study Cumulative Record Folders

An Ontario School Record Folder, Part II, was supplied by the Department of Educational Research, Ontario College of Education, for each Grade 9 pupil in your school participating in the Carnegie Study of Identification and Utilization of Talent in High School and College. It is essential for the success of the Carnegie Study that these forms be completed carefully so that they may be used for these pupils throughout the province in succeeding years.

For certain of the pupils included in the original stages of the Study, for example, those who have withdrawn from school or transferred to schools outside the province, the OSR II folders are being forwarded to the Department of Educational Research for microfilming and subsequent return to the school. Unfortunately, many of these forms are not being properly completed, or completed legibly, or have only the name of the pupil entered, and consequently do not provide the information needed for the Study. In other cases the Student Information Form has not been included.

Principals are requested to check the OSR II forms for all Carnegie pupils and make sure that they are being completed legibly, accurately, and fully, and kept up to date. In particular, the forms should not be forwarded to the Department of Educational Research for microfilming until they have been completed in accordance with the instructions contained in the Manual. The Student Information Form should in all cases be forwarded with the OSR II folder.

Your immediate attention to these matters would be appreciated. The success of the Carnegie Study, and the value of the cumulative record system in all secondary schools of the province, depend upon the systematic collection and entry of all relevant information for each pupil in every secondary school.

2. Re Centenary of the Ontario Educational Association

In 1960 the Ontario Educational Association will celebrate the centenary of its founding. During 100 years the O.E.A. has grown steadily in scope and influence. It represents the common educational endeavour of school authorities, teaching and supervisory staff of elementary and secondary schools, and the institutions of higher learning in the province. There is to be appropriate observance of its century of service to education.

Principals are requested to draw the attention of the teaching staffs to this centenary celebration. It is hoped that secondary school teachers will mark the occasion by increasing the number of their membership in the O.E.A. and by taking a growing part in the deliberations of the different sections at the Easter convention. The membership fee necessarily has been raised in order to meet the growing cost of the services now given and to permit their further enlargement.

A. H. McLaque

for S. D. Rendall
Superintendent of Secondary Education.

TORONTO, February 11, 1960.

1959-60:46
6000

ONTARIO

DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATION
RESEARCH LIBRARY
ONTARIO COLLEGE OF EDUCATION
UNIVERSITY OF TORONTO

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

Re: Further Information re the Use of Objective-type Test Items on Certain Grade 13 Examination Papers in 1960.

Principals are asked to bring this memorandum to the attention of all Grade 13 teachers and students

Reference Circular 1959-60:37

In addition to the information contained in Circular 1959-60:37, the following comments are made for the guidance of teachers and prospective candidates.

1. For the calculations on the objective-type part of the Trigonometry and Statics paper it has been decided not to use the separate blank sheet mentioned in Circular 1959-60:37.

   The question paper will contain instructions that the candidate is to use the blank spaces between the questions for any necessary calculations.

   Since the rough work for the objective-type part will not be marked, the calculations need not necessarily be made only in the blank space immediately below the question concerned.

2. It seems advisable to repeat the warning of Circular 1959-60:37 that on the objective-type part of the five papers concerned, the answer is to be indicated in most cases by placing the number of the correct response in the bracket at the right of the page.

   For example, in the sample given,

   2. What is the area, in square feet, of a rectangle which is 6 feet long and 4 feet wide?

      (1) 24 (2) 10 (3) 20 (4) 12 | 2. (1)

   Candidates should be warned that the answer is to be indicated by (1), not by (24).

E. W. Booth

Deputy Minister.

TORONTO, March 11, 1960.

1960-61:29
4500

ONTARIO

DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATIONAL RESEARCH LIBRARY
ONTARIO COLLEGE OF EDUCATION
UNIVERSITY OF TORONTO

Copy 1

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS

RE GRADE 12 DEPARTMENTAL TESTS 1960-61

1. In Memorandum 1960-61:8, Item 3, it was announced that Grade 12 Departmental Tests would be continued in the school year 1960-61. Further information is now provided to supplement that announcement.

2. (a) Pupils of the General Course who take the Grade 12 subjects, World History II, Algebra or Latin will write Achievement tests in these subjects and an Aptitude test consisting of verbal and mathematical parts.

(b) Pupils in Grade 12 of the Technical Course will write Achievement tests in Economics and Algebra and an Aptitude test consisting of verbal and mathematical parts.

(c) Pupils in Grade 12 of the Commercial Course (including Special Commercial) will write an Achievement test in Economics and the verbal part only of the Aptitude test.

(d) Pupils in Grade 12 of other Vocational Courses will not be required to write any Departmental Tests in 1960-61.

3. The technical arrangements for the tests will be in the hands of Dr. R. W. B. Jackson, Director, Department of Educational Research, Ontario College of Education, who will, as formerly, furnish the schools with the necessary instructions for the conduct of the tests and also suitable literature for the information of the pupils.

4. It is expected that the principal and teachers in each school will impress upon the pupils concerned that the tests should be approached with seriousness but not anxiety. The best preparation is steady, consistent work throughout the school year. An undue amount of drill and review before an Achievement test invalidates the test, destroys its usefulness to the teachers, and impinges upon other subjects not being tested. The usual review before Easter school examinations should suffice for the purpose.

Since the most important use of the results is (a) to place the class in proper perspective with all classes in the same course throughout the province for purposes of recommendation for diplomas to the Department of Education, and (b) to assist the teachers in determining the readiness of candidates who are border-line pupils on the regular school examinations, these tests must be considered as useful supplements to information and marks normally available to the principal at promotion time.

(Over)

5. Each school will receive from the Department of Educational Research a statement of the scores of its candidates in time for their consideration at promotion and recommendation meetings at the end of the school year. It is proposed also to send from the Secondary School Branch, Department of Education, to each school early in June, the three complete conversion tables of raw scores into percentage marks which this Branch will use in its comparison of Achievement test results and principals' recommendations for pupils of the General Course on Form 360A. Recommendations for the Secondary School Graduation Diploma in the case of pupils whose scores on any of the Achievement tests are very much below average, especially if they are also low in Aptitude, should be made only after serious consideration of this fact and of all the other information available to the principal and staff. All recommendations will be subject to review by officials of the Department of Education. This provision should be stated if the principal makes any announcement of diploma awards to pupils at the end of June.

6. The conditions under which pupils write the tests should be of concern to all principals and teachers as well as to the Department. The usual procedures of Grade 13 Examinations should be followed wherever they apply to these Grade 12 Tests.

Packages of test booklets must be opened only as indicated in the instructions. All unused booklets must be returned with the used ones. Teachers of the Grade 12 subject under test should not preside except under extreme circumstances, but they may be shown a blank copy of the test during the day of the test. The booklets are copyrighted, and notes must not be made. At the end of the school year each presiding officer will be asked to certify that the usual examination procedures have been fulfilled.

7. In each subject all topics in the Departmental course of study must be completed before the final school examinations at the end of the term. No curtailment in the year's prescription will be permitted. However, to have results available in June, each Departmental Test must be given several weeks earlier. Therefore, specific information is given below relative to the coverage of the course for purposes of each Achievement test. Some rearrangement in the order of topics may be necessary. The Achievement tests may vary in length, but none will exceed 1 hour.

(a) Aptitude Test - SATO — March 14 a.m.
(verbal - 1 hour; mathematical - 1 hour)

(b) World History II - CTWHO — April 14 a.m.
The questions will be based on the Course of Study for Grade 12 History: WORLD HISTORY - PART II: sections I, II, and III as outlined on pages 18 to 22 of SENIOR DIVISION HISTORY, Curriculum S.9, 1959. Sections IV and V as outlined on pages 23 to 25 will <u>not</u> be tested.

(c) Economics - CTEHO — April 14 a.m.
The questions will be based on the Course of Study for ELEMENTS OF ECONOMICS as outlined in either THE TECHNICAL COURSE, Curriculum I and S.27, 1959, or COMMERCIAL COURSES, Circular I and S.8, 1958: sections 1, 2, 3, 5, 6, 8, and 9. Sections 4, 7, 10 and 11 will <u>not</u> be tested.

NOTE: Teachers of Special Commercial classes who ordinarily semester Economics and Law are asked to complete the sections of the Economics Course as listed above before Easter so that their students may write the test.

(d) Algebra - CATO — April 27 a.m.

The questions will be based on the following topics: the fundamental operations of algebra; products, factoring and applications; equations of the first degree in one, two and three unknowns, and problems solved by means of these equations; powers and roots; quadratic surds; ratio and proportion; variation; quadratic equations in one and two unknowns and problems leading to these equations; graphs; indices; logarithms. Thus, problems on the topics: Theory of Quadratics, Surd Equations and Series will not appear on this test.

(e) Latin - CLTO — May 17 a.m.

The questions testing the knowledge of vocabulary and grammar will be based on material common to the following four texts:

Gateway to Latin, Books II, III, IV	- omitting lessons 15, 16 of Book IV
Latin for Canadian Schools	- omitting lessons 80, 81
Latin for Secondary Schools	- omitting lessons 69, 73
Living Latin	- omitting lessons 59, 60

Questions on derivation, scansion, and sight selections may also be included in this test.

Although no questions will be asked on the translation of the prescribed authors selections, the best preparation for the sight part of this test will be the careful reading, at sight, of as much of the prescribed work as possible.

A. H. McLaque
for S. D. Rendall
Superintendent of Secondary Education.

TORONTO, October 28, 1960.

Copy 1

1960-61:31
4500

ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM TO MUNICIPAL DIRECTORS AND SUPERINTENDENTS OF SECONDARY SCHOOLS,
PRINCIPALS OF SECONDARY SCHOOLS,
PRINCIPALS OF PRIVATE SCHOOLS,
ELEMENTARY SCHOOL INSPECTORS.

RE: CARNEGIE STUDY TESTING PROGRAMME, 1961.

The dates for the administration of the Carnegie Study tests and questionnaires in the school year 1960-61 are set as follows:

	Item	Date
(1)	Student Questionnaire	January 16 - 20
(2)	Interest Inventory	February 6 - 10
(3)	Staff Questionnaire	February 20 - 24
(4)	English Achievement Test (one hour)	April 19th
(5)	General Information Test (one hour)	April 19th
(6)	French Achievement Test (one hour)	May 10th
(7)	Mathematics Achievement Test (one hour) (one form for General Course; second form for other students)	May 10th
(8)	School Marks Card	June 26 - 30

Further information about the administration of the tests and questionnaires will be sent to the schools by the Department of Educational Research, Ontario College of Education. Any inquiries should be directed to Dr. R. W. B. Jackson, Director, Department of Educational Research, Ontario College of Education, 371 Bloor Street West, Toronto.

C. W. Booth

C. W. Booth,
Deputy Minister.

TORONTO, November 2, 1960.

1960-61:33
6000

DEPARTMENT OF EDUCATIONAL
RESEARCH LIBRARY
ONTARIO COLLEGE OF EDUCATION
UNIVERSITY OF TORONTO

ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM FOR PRINCIPALS OF SECONDARY SCHOOLS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

Re: Objective-type Test Items
for Grade 13 Departmental Examinations, 1961

The Principal is asked to bring this memorandum to the attention of all Grade 13 teachers and students.

1. The Minister of Education announces that for the Grade 13 Departmental examinations of June, 1961 objective-type questions will be used on the eight papers listed below.

Botany	French Authors	Trigonometry and Statics
Chemistry	French Composition	Zoology
Geometry	History	

On the History paper not more than 20% of the total marks will be allotted to objective-type items. In each of the other papers, not more than 30% of the total marks will be allotted to objective-type test items.

2. This announcement indicates an extension of the 1960 use of objective-type test items. While a number of constructive suggestions have been received in 1960, and while those immediately concerned with the setting of the papers are aware that improvements can be effected, there seems to be general agreement that limited use of the objective-type items is acceptable.

3. It is important that teachers continue to emphasize preparation for the answering of essay-type questions.

4. The traditional-type questions will appear in Part I of the papers, and the objective-type questions in Part II.

For the most part, the objective-type questions will be of the multiple choice type, although some other kinds, such as matching, may be used.

It should be emphasized that the form of question will be such that the candidate who knows the work should have no difficulty in following the directions for answering.

5. In the majority of cases, the candidate will indicate his answer by placing the number of the correct answer in the appropriate bracket in the right-hand margin of the page. In a few cases there may be some variation, but in any case the answer is to be indicated in the bracket in the right-hand margin.

(over)

Pupils should be warned that only those answers that are indicated in the brackets at the right of the page will be marked. The candidates will use their own pens in answering both Part I and Part II.

6. The format of Part II will in each case be similar to that used for the 1960 examination papers in which objective-type items appeared.

It is assumed that at least one copy of a 1960 objective-type paper will be available in the school for study by each interested teacher.

A limited number of extra copies of the 1960 papers can be obtained from the Department of Education for distribution to teachers who have not seen them. Because the supply is limited, these extra copies can be issued only to principals, at the rate of one copy per teacher, upon the receipt of assurance that no copies are available at the school.

7. It is suggested that candidates be warned

(a) to commence Part II when they receive the folder in which it is printed (It is not intended that the Presiding Officer should make any statement about this Part of the examination at that time.);

(b) to return to Part I of the paper if they have time to do so after completing Part II;

(c) to answer all questions of Part II by indicating the answer as directed in the bracket in the right-hand margin of the page;

(d) to remember, particularly on the mathematics examinations, that it is the number of the correct answer, not the answer itself, which is to be inserted in the bracket in the right-hand margin.

8. Pupils should be reminded that the candidate who knows the work should have no more difficulty in answering objective-type questions than he would in answering the essay-type questions.

B. W. Booth

Deputy Minister

TORONTO, November 24, 1960.

1960-61:37
4500

ONTARIO

DEPARTMENT OF EDUCATION

JAN 1961
DEPARTMENT OF EDUCATIONAL RESEARCH LIBRARY
ONTARIO COLLEGE OF EDUCATION
UNIVERSITY OF TORONTO

MEMORANDUM TO DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SECONDARY EDUCATION
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

Re Study of the Grade 13 Departmental Examinations

1. The Minister of Education announces that the Department is participating in a study of the Grade 13 Departmental examinations which has arisen primarily from the problem created by increasing numbers of candidates and the necessity of having the examination results released as early as possible.

2. The University Matriculation Board, which represents the Universities and the Department of Education on matters concerning the Grade 13 Departmental examinations, has appointed a committee to examine the system of Grade 13 Departmental examinations, with particular reference to

   (a) the possibility of reducing the number of papers;

   (b) the possibility of adapting the examination system to the needs of two distinct types of students:

      (i) those who are proceeding to the University, and

      (ii) those for whom Grade 13 constitutes high school leaving.

   The membership of the committee, with power to add to its numbers, is as follows:

   Dr. C. A. Brown, Registrar, Department of Education (Chairman)
   Mr. J. B. Callan, Principal, Nepean High School, Ottawa
   Dean James A. Gibson, Carleton University, Ottawa
   Mr. A. H. McKague, Assistant Superintendent of Secondary Education, Department of Education
   Mr. Robin Ross, Registrar, University of Toronto, Toronto
   Dean N. J. Ruth, Assumption University of Windsor, Windsor

3. For the present the committee has decided to limit its requests for comments and suggestions to individuals and groups who are concerned professionally with administration or teaching in the schools and in the Universities.

(over)